

# Departmental Review

## Department of History

**Program Review**

**Spring 2010**

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- Supporting Documentation

History  
History

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# Executive Summary

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# Departmental Review

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## *Department Profile*

The Department of History at the College of Eastern Utah serves the general education requirements for students seeking an associates degree or transferring to a baccalaureate program. The department offers one of the three courses that fulfill the state-mandated American Institution's requirement. This course, American Civilization (HIST 1700), represents the bulk of the department's enrollment. In addition, the department offers two course sequences, World History (HIST 1500/1510) and Western Civilization (HIST 1100/1110), that fulfill the Humanities field general education requirement. [World History is offered at the Price campus and Western Civ at San Juan.]

The two-semester sophomore-level sequence in U.S. history (HIST 2700/2710) is offered annually at the Price campus, for students wishing to transfer as history majors into a baccalaureate program. Enrollments in this sequence are rarely more than five students. The San Juan campus offers a course in Native American history which is not transferrable into the major but which can be transferred as an elective. The Price has in the past offered non-major elective courses in the History of the American West, Latin American history, and the History of Women in

America, but enrollments have been very low and since 2008 we have not taught any of these courses.

The Department of History at the College of Eastern Utah has one full-time faculty member, Susan Rhoades Neel, located on the Price campus. Two full-time faculty members, Jennifer Truschka (Price) and Don Larson (San Juan), teach history courses in addition to their service in the Departments of Political Science and Philosophy. Robert McPherson, who has in the past taught history courses on the San Juan campus, now devotes most of his attention to the Native American Studies Program, which he has been instrumental in developing. He teaches a course in Native American history. Two adjuncts, Neal Peacock and Jay Stephens, teach a history course in the evening hours and during summer session.

Given the changing status of the institution as a whole, the Department of History does not have a five-year strategic plan. The decline in student enrollment at CEU has meant that the history staff, which is at the bare minimum, must concentrate its attention on servicing student demand for general education courses. Until College enrollments return to a viable level, it is unlikely that there will be sufficient student demand for history courses other than those 1000-level surveys that fulfill general education requirements. Retaining qualified faculty under these conditions will be a challenge.

## *Summary of the previous review*

No previous reviews of the Department of History are available.

## *Internal evaluation*

## *External evaluation*

## *Recommendations*

## *Departmental response*

## *Institutional response*

# Documentation: Criterion 1

## Instructional Planning & Organization

### Supporting Documents

Program Review

Spring 2010

- A.S. or A.A.S. Degrees
- USHE & Other Articulation Guides
- Program Learning Outcomes
- Community Events

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# Criterion 1

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## ■ A.S. or A.A.S. Degrees

- The Department of History offers no degrees or certificates. Students who wish to pursue a baccalaureate degree may choose to major in history, but the department offers only three course sequences that transfer (HIST 1100/1110, HIST 1500/1510, and HIST 2700/2710) to the major.

## ■ USHE & Other Articulation Guides

- All 1000-level history courses offered at CEU have common USHE numbers and are transferable to other USHE institutions. The 2700/2710 sequence has the common USHE number and is transferable to other USHE institutions. All other 2000-level courses are unique to CEU and are transferable only as electives to other USHE institutions.

## ■ Program Learning Outcomes

Students who take courses offered by the Department of History will begin to develop the skill to:

- Describe and define key events, people, and institutions and place them in historical context by discussing their significance to larger historical trends and processes.

- Exercise historical imagination in order to understand ideas and practices of past peoples in their own context and to systematically compare and contrast the past to the present.
- Conduct research and convey the knowledge gained through various mediums including written essays, public oral presentations, and multimedia projects.

#### ■ Community Events

- The Department of History currently offers no community events. Susan Neel has established a Humanities Fund that may be used for general public events once the monies in it are built up.

# Documentation: Criterion 2

## Faculty

**Supporting Documents**  
**Program Review**  
**Spring 2010**

- Degrees, credentials, and certifications
  - Full-time faculty vitas
  - Adjunct vitas
- Statements of teaching philosophies
- Involvement in College academic, creative, and professional activities
- Involvement with student clubs or services

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## Criterion 2

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### *Degrees, credentials, and certifications*

#### ■ Susan Rhoades Neel

### Susan Rhoades Neel

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College of Eastern Utah  
Price, UT 84501

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[susan.neel@ceu.edu](mailto:susan.neel@ceu.edu)

#### **E d u c a t i o n**

Ph.D., U.S. History, University of California, Los Angeles — 1990

M.A., U.S. History, University of Utah — 1980

B.A., History, University of Utah — 1977

#### **E m p l o y m e n t**

Instructor of History, College of Eastern Utah — 2006-present

Adjunct Instructor (Online), Kaplan University — 2005-2006

Adjunct Instructor (English Composition), Dixie State College — 2005

Associate Professor of History, Montana State University, Bozeman — 1990-2002

Visiting Professor of History, University of California, Los Angeles — 1994-1995

Assistant Professor of History, Southern Illinois University, Carbondale — 1989-1990

Historical Consultant (Reclamation and Western Water Law), Littlefield Research Associates, Oakland, California — 1987-1989; 1991-1992 (on a contract basis)

Editorial Assistant, Pacific Historical Review — 1984-1988

Graduate Teaching Assistant, Department of History, University of California, Los Angeles — 1982-1984

Manuscript Archivist, Special Collections Department, J. Willard Marriott Library, University of Utah — 1977-1980

## **Professional activities**

### **Publications**

"A Monument in Name Only: The Debate Over Dinosaur National Monument, 1909-1929," *Journal of the Utah Academy of Sciences, Arts, and Letters* 84 (2007), 201-208

"Tourism and the American West: New Perspectives," *Pacific Historical Review* 65 (1996), 517-523

"A Place of Extremes: Nature, History and the American West," *Western Historical Quarterly* 25 (1994), 488-505; reprinted in *A New Significance: Re-envisioning the History of the American West*, edited by Clyde A. Milner, III (Oxford University Press, 1996)

"Newton Drury and the Echo Park Dam Controversy," *Forest and Conservation History* 38 (1994), 56-66

"Echo Park Dam," in *Encyclopedia of Conservation and Environmentalism*, edited by Robert Paehlke (Garland Publishing, 1994)

### **Papers and Public Presentations**

"The Romance of Wonderland: Nature, Romance, and Tourism in Yellowstone National Park," multimedia presentation to the Highland Cover Retirement Community, July 2009

"Strengthening Utah's Rural Community Colleges: Strategic Affiliation between Snow College and the College of Eastern Utah," White Paper co-authored with Kevin G. Walthers, June 2009

"Love Among the Fossils: Earl Douglass at Dinosaur National Monument," presented at the Utah Friends of Paleontology, Price, Utah, February 2009

"A Monument in Name Only: The Debate Over Dinosaur National Monument, 1909-1929," presented at the Annual Conference of the Utah Academy of Sciences, Arts, and Letters, Southern Utah State University, Cedar City, Utah, April 2007

"The Nation's Park: An Enduring Idea," presented at the National Park Service's 125<sup>th</sup> Anniversary Celebration of Yellowstone National Park, Old Faithful, Wyoming, August 25, 1997

"Through Wonderland: Tourism, Preservation, and the Culture of Consumption in Yellowstone National Park," presented at the Conference on American Dreams, Western Images, William Andrews Clark Memorial Library, Los Angeles, California, March 1994

"The Humanities and the Greater Yellowstone Ecosystem," presented at the Grand Teton National Monument 50<sup>th</sup> Anniversary Symposium, Grand Teton National Park, August 1993

"The Significance of the Environment in the History of the American West," NEH Research Conference on A New Significance: Re-Envisioning the History of the American West," Utah State University, Logan, Utah, August 1992

"A History of Commercial River-running in the American West," contracted report, Littlefield Research Associates, 1992

### **Grants and Awards**

Instructional Development Grant, Utah System of Higher Education — 2008

Award of Merit for Creative Use of Multimedia, Utah System of Higher Education — 2008

Ahmanson/Getty Foundation Research Fellow at the William Andrews Clark Library, University of California, Los Angeles (1994-1995)

Montana Committee for the Humanities Public Program Grant for “War and Remembrance: 50<sup>th</sup> Anniversary of World War II,” (1995)

Theodore Hiddy Award for Best Article in Environmental History, American Society of Environmental Historians (1995)

NEH Summer Institute, “America’s Wars in Asia: A Cultural Perspective,” Mansfield Center, University of Montana, Missoula (1996)

### **Courses Taught**

American Civilization — lower division non-major; classroom, distance, and online formats

U.S. History to 1877 — undergraduate survey

U.S. History since 1877 — undergraduate survey

World History since 1500 — undergraduate survey

History of American Women — lower division non-major; classroom and online formats

Film and Society — lower division non-major; online format

Introduction to Writing — freshman composition

Problems in World History — undergraduate survey

U.S. History, 1941-Present — upper division major

U.S. Environmental History — upper division major and graduate seminar

History of the American West — lower division non-major and upper division major

History of America’s War in Vietnam — upper division major

U.S. History since 1865 — graduate seminar

Memories of the Pacific War: U.S. and Japanese Perspectives — adult education

The Vietnam War in Film and Literature — adult education

### **Professional Service**

#### **Memberships**

Chair, CEU Department of History — 2006-present

Chair, CEU College Senate — 2008-2010

Vice Chair, CEU College Senate — 2007-2008

Member, USHE General Education Task Force — 2009

Member, Utah team, Lumina Foundation’s Tuning USA Project — 2009

Member, CEU Online Program Steering Committee — 2009

Member, CEU General Education Program Review Committee — 2008-2009

Member, Hiring Committee for CEU Painting Instructor — Spring 2008  
Member, Hiring Committee for CEU Faculty Assistance Center assistant — Fall 2007  
Member, Hiring Committee for CEU Distance Education facilitator — Fall 2006  
Coordinator, Reading Poe — Spring 2009  
Coordinator, Humanities Open House — Fall 2007

## **Professional Development**

### **Conferences, Workshops, and Seminars**

Next-Generation Education for Next-Generation Students, Co-Sponsored by the Chronicle of Higher Education and the University of Phoenix — October 28, 2009 (Webinar)

The Democracy Mission of Higher Education, Co-sponsored by Society for College and University Planning and the American Association for Colleges and Universities — November 3, 2009 (Webinar)

Apollo Space Program Online Conference, Co-sponsored by the Smithsonian Institution and Learning Times — November 10, 2009

Using Collaborative Online Technology for Meetings, Disaster Preparedness, Office Hours, and other Non-Instructional Uses Across a Campus, Wimba — November 12, 2009 (Webinar)

Understanding FERPA Today, Audio Conference with Cliff Ramirez, Sponsored by Inside Higher Ed, November 17, 2009

Communication and Technology: Moving Institutions to Gain a Competitive Edge, A Recruitment and Admissions Perspective, Presentation by Dr. Esther Hugo, Santa Monica College, Sponsored by Blackboard Connect, November 19, 2009

Is Your School Web Site an Effective Tool for Recruiting Adult Learners?: Research Findings on Students' Web Site Preferences and Behaviors, Eduventures Live Web Conference, February 2008

# Jennifer Truschka

## **Jennifer Truschka**

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84 S 100 W, Helper UT 84526

## **Education**

University of North Carolina, Greensboro, NC (Online), Current  
Area of Study: Liberal Studies, MA Program

Northern Illinois University, DeKalb, IL, ABD, 2004  
Areas of Specialty: Political Theory, Comparative Politics (Latin America), and  
International Relations  
Dissertation Title: Analysis of the Brazilian Prostitutes' Rights Movement: A  
Study for Understanding Social Movement Development and  
Policy Outcome in Brazil

Northern Illinois University, DeKalb, IL, Master of Arts, 1997  
Areas of Specialty: Comparative Politics and Political Theory

Aurora University, Aurora, IL, Bachelor's Degree, 1995  
Majors: Political Science, Psychology

## **Teaching Experience**

*Instructor, College of Eastern Utah, Price, UT, September 2003-Current*  
American National Government (POLS 1100)

- Developed this course in order to introduce students to political actors and political institutions
- Each week headline news and a current events topic is discussed
- Taught at least once a semester
- Class size 12-35, both traditional and nontraditional students, often taught as a distance education class

International Relations (POL 2100)

- Developed this course to introduce students to international theory, foreign policy objectives, political economy and international institutions
- Taught every other year
- Class size 6-15 class size 12-35, both traditional and nontraditional students

Political Theory (POLS 2300)

- Developed this course to introduce students to classic political philosophers (Plato-Locke) as well as to modern political theory (Marxism, Liberalism, Utilitarianism)
- Taught every other semester
- Class size 4-15 class, both traditional and nontraditional students

Introduction to Philosophy (PHIL 1000)

- Developed this course to introduce students to the concept of philosophy, major questions in the

- field and some of the most influential philosophers in the Western tradition
- Recently developed a lecture on Eastern thought
- Taught at least once a semester
- Class size 30-45, both traditional and nontraditional students, often taught as a distance education class

#### Introduction to Philosophy of Religions (PHIL 2600)

- Developed the first half of this course to introduce students to important concepts in the study of religion (spirituality, ritual, virtue, death, etc.) and also to the basic of polytheistic religion
- Developed the second half of this course to explore how these core concepts have change with the spread of monotheistic religion
- Taught once a semester
- Class size 20-22, both traditional and nontraditional students, this class has a significant speech component and online work

#### Western Civilization I (HIST 1100)

- Developed this course to introduce student to historical, political, economic and social aspects of the Mesopotamians through the Early Middle Ages.
- Taught at least once a year
- Class size 25-45, both traditional and nontraditional students, often taught as a distance education class

#### Western Civilization II (HIST 1110)

- Developed this course to introduce students to the major social, political and economic events of Western Europe from the Renaissance to the present.
- Taught at least once a year
- Class size 30-45, both traditional and nontraditional students, often taught as a distance education class

*Instructor, Aurora University, Aurora, IL, September 1998-May 2003*  
 Politics, Culture and Society (PSC 110)

- Developed and modified this course to meet the needs of both an 11 week class consisting of 30-40 traditional age students and a 6 week class consisting of 10-15 non-traditional age students.
- Designed lectures to explain the different, yet interconnecting areas of political science – political philosophy, comparative politics, international relations and US government.
- Designed lectures and discussion topics to focus on current events and international trends.
- Prepared, administered and graded essay style exams.

#### American Government (PSC 211)

- Developed this course for 30-40 students ranging from freshman to senior.
- Designed lectures to explain the functions of U.S. government and to explore political and social trends in American culture.
- Led discussion each class period designed to foster critical thinking on current and controversial topics such as the war on terrorism and gay marriage.
- Prepared, administered and graded essay style exams.

#### Latin American Politics and Society (PSC 356)

- Developed this course for 10-15 upper division, political science majors.

- Designed lectures explain both the uniqueness of individual countries as well as the overarching political, social and economic trends in Latin America.
- Emphasized research skills, both quantitative and qualitative.
- Prepared, administered and graded essay style exams.

*Instructor, Northern Illinois University, DeKalb, IL, September 1997 – May 2001*  
American Government (POLS 100)

- Developed a 16-week course for 60-80 traditional age students.
- Designed lectures to explain the functions of U.S. government and to explore political and social trends in American culture.
- Led a discussion each week designed to foster critical thinking on current and controversial topics.
- Prepared, administered and graded essay style exams.

Contemporary Education and Modern Man (Special Topics Course)

- Designed this course around the philosophy of Jose Ortega Gasset for 5-10 traditional age political science majors.
- Developed lectures to both aid in the understanding of Gasset's philosophy and to apply his concepts to the current structure of education and contemporary political and social times.

### **Administrative Experience and Student Organizations**

- *College Senate 2004-Current*: College Senate reviews and recommends policies and procedures to be added to the Policy and Procedures manual. I chaired this committee for two years. I am currently the vice-chair. I have been on this committee for a total of four years.
- *Gay-Straight Alliance (2004-Current)*: I am the founding faculty sponsor of the Gay-Straight Alliance on campus. This student organization hosts lectures, brown bags and other activities. Its purpose to promote equal rights for all people regardless of sexual orientation.

### **Research and Archival Experience**

Archivist and Documentary Work, Davida, Rio de Janeiro Brazil, June 2001 – December 2001

- Organized books, papers, articles and pamphlets for Davida following a recent move.
- Translated documents and letters from Portuguese to English.
- Documented Davida's work for doctoral thesis

Research Experience, Information Delivery Services, Founder's Memorial Library, Northern Illinois University, DeKalb IL, September 1995-May 1997

- Conducted searches for books, article and other publications requested by library patrons.
- Used various databases such as ArticleFirst, Eric, WorldCat

Research Experience, Aurora University Library, Aurora, IL, September 1993-May 1995

- Organized library material and introduced new patrons to the basic databases and resources offered by the library.

### **Scholarships, Grants and Presentations**

Dissertation Completion Award, Northern Illinois University, DeKalb, IL, September 2003

- Awarded based on completion potential, recommendations from committee members and academic merit.

- Offered to all disciplines within the university.

Research Grant, Center for Latino and Latin American Studies, Northern Illinois University,  
DeKalb IL, May 2001

- Awarded based on academic merit and research topic.

- Open to all academic disciplines within the university.

- Promotes research within the field of Latin American studies.

**Language Skills**

Portuguese

## ■ Robert S. McPherson

### Personal Information

Name: Robert S. McPherson  
Address: 1372 Blue Mountain Road  
Blanding, Utah 84511  
Telephone: (435) 678-2201 ext. 8140 (w)  
(435) 678-2631 (h)

### Experience

1965-69 Attended Norwich University, Vermont; graduated with a B.A. English, minor in history.  
1969-73 Officer in U.S. Army, Vietnam veteran.  
1974-76 Attended Brigham Young University; graduated with an M.A. Humanities (specialized in Native American Studies).  
1977 Taught Southwest Indian Humanities for Navajo Community College.  
Winter 1978 Guest lecturer at Saskatchewan Indian Federated College, Canada.  
1976-77 Curriculum specialist for the Utah Navajo Development Council in Blanding, Utah.  
1977-78 Adult Education Supervisor (UNDC)—included administration and supervision of eight learning centers on the Navajo and Ute reservations.  
1978 Received Secondary Teaching Certificate as English Instructor for High School, Weber State University.  
1978-1982 Instructor for College of Eastern Utah - San Juan Campus.  
1983 Received graduate certificate in Teaching English as a Second Language, Brigham Young University.  
June 1982-  
April 1985 Doctoral student, Brigham Young University.  
Major: United States History  
Colonial Latin American History  
Minor: Anthropology

Dissertation: The Northern Navajo Frontier, 1860-1900: Expansion Through Adversity

April 1987 Awarded Doctoral Degree from Brigham Young University.

Fall 1985- Instructor for College of Eastern Utah - San Juan Campus.

Fall 2002

January 2003- Vice President College of Eastern - San Juan Campus

June 2007

July 2007 Instructor for College of Eastern Utah - San Juan Campus

to present

Spring 2008

to present Instructor for University of Utah, Design-Build Bluff Program

Spring 2009 Awarded Adjunct Professor status, University of Utah

## **Publications**

Book: Comb Ridge and Its People: The Ethnohistory of a Rock, published by Utah State University Press, Spring 2009.

Monograph: Staff Ride Handbook for the Battle of the Little Bighorn, 25-27 June 1876, South Dakota National Guard, Winter 2007.

Book: Along Navajo Trails: Recollections of a Trader, 1898-1948, co-authored with Susan Woods, published by Utah State University Press, Spring 2005

Book: A Navajo Legacy: The Life and Teachings of John Holiday published by University of Oklahoma Press, Spring 2005.

Book: Navajo Land, Navajo Culture: The Utah Experience in the Twentieth Century, published by University of Oklahoma Press, Fall 2001.

Book: River Flowing from the Sunrise: An Environmental History of the Lower San Juan, co-authored with James Aton, published by Utah State University Press, December 2000.

Book: The Journey of Navajo Oshley: An Autobiography and Life History, published by Utah State University Press, May 2000.

Monograph: Staff Ride Handbook for the Battle of Bear River, 29 January 1863, Utah National Guard, May 2000; reprinted, Fort Douglas Military Museum, Summer 2009.

Monograph: Together ... The Building of a Community College, published by College of Eastern Utah--San Juan Campus, October 1997.

Book: A History of San Juan County, In the Palm of Time, published by Utah State Historical Society, November 1995.

Book: Sacred Land, Sacred View: Navajo Perceptions of the Four Corners Region, published by the Charles Redd Center of Western Study, Monograph Series Number 19, Brigham Young University Press, February 1992.

Book: The Northern Navajo Frontier, 1860-1900: Expansion through Adversity, published by the University of New Mexico Press, October 1988; republished by Utah State University Press, Fall 2001.

Chapter: "Naalyehe Ba Hooghan—'House of Merchandise': The Navajo Trading Post as an Institution of Cultural Change, 1900-1930," published in American Nations: Encounters in Indian Country--1850 to the Present by Frederick E. Hoxie, Peter C. Mancall, and James H. Merrell, editors, 2001

Chapter: "Murder, Mayhem, and Mormons," co-authored with Thomas Austin in Utah's Lawless Fringes: Stories of True Crime, published by Signature Books, 2001.

Chapter: "'He Stood for Us Strongly': Father H. Baxter Liebler's Mission to the Navajo," forthcoming in Episcopalians in the Land of Zion.

Chapter: "Introduction: Native America Revisited," in A History of Utah's American Indians, published by the Utah Division of Indian Affairs, November 2000.

Chapter: "Conclusion: From Past to Present and into the Future: The Status of Utah Indians," in A History of Utah's American Indians, published by Utah Division of Indian Affairs, November 2000.

Chapter: "It Was as If the Land Owned Us: A Brief History of the White Mesa Utes of Southeastern Utah," in A History of Utah's American Indians, published by Utah Division of Indian Affairs, November 2000.

Chapter: "A Brief History of the Utah Navajos," in Willow Stories: Utah Navajo Baskets, published by Utah Arts Council, 1996.

Article: "Power, Prayers, and Protection: Comb Ridge as Case Study in Navajo Symbology," American Indian Culture and Research Journal, Winter 2010.

Article: "'Enemies like a Road Covered with Ice:' The Utah Navajos' Experience during the Long Walk Period, 1858-1868," American Indian Culture and Research Journal, Spring 2009.

Article: "Soldiering in the Corner, Living on the Fringe: Military Operations in Southeastern Utah, 1880-1890," Utah Historical Quarterly, Spring 2009.

Article: "'Too Much Noise in that Bunch across the River:' Ba'al7lee and the 1907 Brawl," Utah Historical Quarterly, Winter 2009.

Article: "Seeing is Believing: The Odyssey of the Pectol Shields," co-authored with John Fahey, Utah Historical Quarterly, Fall 2008.

Article: "The Fight at Soldier Crossing, 1884: Military Considerations in Canyon Country," Utah Historical Quarterly, Summer 2002.

Article: "Cowboys, Indians, and Conflict: The Pinhook Draw--Little Castle Valley Fight, 1881," Utah Historical Quarterly, Winter 2001.

Article: "He Stood for Us Strongly: Father H. Baxter Liebler's Mission to the Navajo," American Indian Culture and Research Journal, August 1999.

Article: "Of Papers and Perception: Navajos and Utes in Journalistic Media, 1900-1930," Utah Historical Quarterly, Summer 1999.

Article: "Much Ado About Nothing: The San Juan River Gold Rush, 1892-1893," Utah Historical Quarterly, Winter 1999.

Article: "Of Metaphors and Learning: Navajo Teachings for Today's Youth," American Indian Quarterly, Fall 1998.

Article: "Navajo Livestock Reduction in Southeastern Utah, 1933-1946: History Repeats Itself," American Indian Quarterly, Winter/Spring 1998.

Article: "Divine Duty: Hannah Sorensen and Midwifery in Southeastern Utah," co-authored with Mary Lou Mueller, Utah Historical Quarterly, Fall 1997.

Article: "Poverty, Politics, and Petroleum: The Utah Navajo and the Aneth Oil Field," American Indian Quarterly, Summer 1997.

Article: "Howard R. Antes and the Navajo Faith Mission: Evangelist of Southeastern Utah," Utah Historical Quarterly, Winter 1997.

Article: "Soldiers, Savers, Slackers and Spies: Southeastern Utah's Response to World War I," co-authored with Marcia Black, Utah Historical Quarterly, Winter 1995.

Article: "From Dezba to 'John': The Changing Role of Navajo Women in Southeastern Utah," American Indian Culture and Research Journal, Fall 1994.

Entries: Thirteen articles published in Utah History Encyclopedia, by Utah Centennial Committee, 1994.

Article: "From Dezba to 'John': The Changing Role of Navajo Women in Southeastern Utah," accepted for publication in 7th Annual Navajo Studies Conference Proceeding, Navajo Community College Press, pending.

Article: "Naalye'he' Ba Hooghan—'House of Merchandise': Navajo Trading Posts as an Institution of Cultural Change, 1900-1930," American Indian Culture and Research Journal, Winter 1992.

Report: "History of the Montezuma Creek-Aneth Region" in Cultural Resource Inventory and Evaluative Testing Along SR-62 Utah-Colorado State Line in Montezuma Creek, Navajo Nation Lands, San Juan County, Utah by Mark C. Bond, William E. Davis, Winston B. Hurst and Deborah Westfall (Bluff: Abajo Archaeology, 1992).

Article: "Canyons, Cows and Conflict: A Native American History of Montezuma Canyon," Utah Historical Quarterly, Summer 1992.

Article: "Teaching Social Sciences in Southeastern Utah," Focus, October 1991.

Article: "Sacred Land, Sacred Views: Navajo Thoughts of Canyon Country," From the Canyons, Summer 1990.

Article: "The Influenza Epidemic of 1918: A Cultural Response," Utah Historical Quarterly, Spring 1990.

Article: "'Practically Free from the Taint of the Bootlegger': A Closer Look at Prohibition in Southeastern Utah," co-authored with Jody Bailey, Utah Historical Quarterly, Spring 1989.

Article: "Boundaries, Bonanzas and Bickering - Northern Navajo Frontier," New Mexico Historical Review, April 1987.

Article: "Murder, Mayhem and Mormons," co-authored with Thomas Austin, Utah Historical Quarterly, Winter 1987.

Article: "Navajos, Mormons, and Henry L. Mitchell," Utah Historical Quarterly, Winter 1987.

Article: "Ricos and Pobres: Wealth Distribution on the Navajo Reservation in 1915," New Mexico Historical Review, Fall 1985.

Article: "Paiute Posey and the Last White Uprising," Utah Historical Quarterly, Summer 1985.

Informational Calendar: for Salt River Project, Phoenix, 1987.

## Reviews

Review: Patterns of Exchange: Navajo Weavers and Traders published in Utah Historical Quarterly, Winter 2010.

Review: Class and Race in the Frontier Army: Military Life in the West, 1870-1890 published in Utah Historical Quarterly, Fall 2009.

Review: Wolfkiller: Wisdom from a Nineteenth-Century Navajo Shepherd published in Utah Historical Quarterly, Spring 2008.

Review: Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita published in Utah Historical Quarterly, Winter 2008.

Review: The Navajo People and Uranium Mining published in American Indian Culture and Research Journal, Fall 2008.

Review: Working the Navajo Way: Labor and Culture in the Twentieth Century published in Utah Historical Quarterly, Summer 2006.

Review: Ordeal of Change: The Southern Utes and Their Neighbors published in American Indian Culture and Research Journal, Spring 2005.

Review: The Anguish of Snails: Native American Folklore in the West published in Utah Historical Quarterly, Summer 2004.

Review: Legacy: History of the Utah National Guard published in Utah Historical Quarterly, Winter 2004.

Review: Diné: A History of the Navajos published in Montana: The Magazine of Western History, Spring 2003.

Review: Navajo Trading: The End of an Era published in Utah Historical Quarterly, Spring 2002.

Review: Kit Carson and the Indians published in Great Plains Quarterly, Winter 2002.

Review: Navajo Places: History, Legend, and Landscape published in Utah Historical Quarterly, Fall 2000.

Review: Rainbow Bridge: An Illustrated History published in Utah Historical Quarterly, Spring 2000.

Review: On the Padre's Trail published in American Indian Culture and Research Journal, Spring 2000.

Review: In the Beginning: The Navajo Genesis published in Pacific Historical Review, November 1999.

Review: Glen Canyon and the San Juan Country published in Pacific Historical Review, May 1999.

Review: White Man's Medicine published in Utah Historical Quarterly, Fall 1998.

Review: Kit Carson: Indian Fighter or Indian Killer published in Great Plains Quarterly, Spring, 1998.

Review: Corbett Mack: The Life of a Northern Paiute, published in American Indian Culture and Research Journal, Winter, 1998.

Review: Chiefs, Agents and Soldiers: Conflict on the Navajo Frontier, 1868-1882 published in Western Historical Quarterly, Summer 1995.

Review: Manitou: The Sacred Landscape of New England's Native Civilization published in Forest and Conservation History, January 1994.

Review: One House, One Voice, One Heart: Native American Education at the Santa Fe Indian School published in Utah Historical Quarterly, Fall 1991.

Review: New Hope for the Indians: The Grant Peace Policy and the Navajos in the 1870s published in New Mexico Historical Review, July 1991.

Review: To No Privileged Class: The Rationalization of Homesteading and Rural Life in Early Twentieth-Century American West published in New Mexico Historical Review, April 1990.

Review: Stokes Carson: Twentieth Century Trading on the Navajo Reservation published in New Mexico Historical Review, January 1988.

Review: Navajo Trader published in Utah Historical Quarterly, Summer 1987.

Review: A History of the Navajo published in Western Historical Quarterly, July 1987.

Review: Navajo Land Use and Between Sacred Mountains published in Journal of Forest History, July 1987.

Review: A Zuni Atlas published in Utah Historical Quarterly, Fall 1986.

Review: Between Sacred Mountains published in Utah Historical Quarterly, Winter 1985.

## **Papers and Presentations**

Address: "Avikan: Remembering the Homeland," White Mesa Ute Council and Utah Humanities Council, October 2009.

Address: "The Replevied Present: San Juan County, the Southern Utes, and What Might Have Been," Utah State History Conference, September 2009.

Address: "Avikan: Remembering the Homeland," Utah State History Conference, September 2009.

Address: "History and Culture of the Natural Bridges Park Region," National Park Service, August 2009.

Address: "Ute and Navajo History and Culture," Utah State University (Basin), teacher training program (UB-TAH), July 2009.

Address: "Bluff History," University of Utah, Design Build Bluff, April 2009.

Address: "Soldiering in a Corner, Living on the Fringe: Military Operations in Southeastern Utah, 1880-1890," Fort Douglas Military History Symposium, October 2008.

Address: "'Too Much Noise in that Bunch across the River:' Ba'álílee and the 1907 Aneth Brawl," Utah State History Conference, September 2008.

Address: "The Pectol Shields and Issues in Repatriation," Utah State History Conference, September 2008.

Address: "'Too Much Noise in that Bunch across the River:' Ba'álílee and the 1907 Aneth Brawl," Edge of the Cedars, Utah Humanities Council, June 2008

Address: "The Fight at Soldier Crossing," Utah Military Heritage Conference, October 2002

Speakers Bureau: Utah Humanities Council, 2000-2001

Address: "Of Metaphors and Learning: Navajo Teachings for Today's Youth," Seventh Annual Heritage Language Conference, April 2001.

Address: "Little Known Names of Well-known Places: John Holiday Speaks," Utah Humanities Council (Blanding and Monument Valley), November 2000.

Address: "An Outsider's View of Inside: Writing Navajo Life History," Great Salt Lake Book Festival, September 2000.

Address: "He Stood for Us Strongly: Father H. Baxter Liebler's Mission to the Navajo," Navajo Studies Conference, September 2000.

Address: "Seeing as Believing: Navajo and Anglo Perception of Tourism in Southeastern Utah, 1910-1990," Navajo Studies Conference, October 1998.

Address: "Navajo Perception of the Anasazi," Anthropology Department Weber State University, May, 1997.

Address: "Navajo Sacred Geography," Crow Canyon Archaeological Field School, April, 1997.

Address: Guest Speaker at three events, North Carolina State University, April, 1997.

Address: "Teaching and Learning in Navajo Life History Research," Navajo Studies Conference, April 1997.

Address: "Learning of the People," Utah State University, October 1996.

Address: "Indians Playing Indians," Navajo Studies Conference, April 1996.

Speaker's Bureau: "Indians Playing Indians: Navajos and the Film Industry in Monument Valley," Utah Humanities Council, 1995-96.

Address: "Ute History," Crow Canyon Archaeological Field School, September 1995, 1996.

Address: "Digging the Bones of Ye'itsoh: Navajos in the Uranium Industry of Southeastern Utah," Utah Humanities Council, May and June 1994.

Address: "Navajo Sacred Geography of Southeastern Utah," Crow Canyon Archaeological Field School, May 1994.

Address: "Indians Playing Indians: Navajos and the Film Industry in Monument Valley, 1938-64," Utah Humanities Council, April 1994 (twice).

Address: "Common Ground for Uncommon People: Writing Holistic Local History," Utah State History Convention, October 1993.

Address: "Navajo Women - Their Own Story," Navajo Studies Conference, October 1993.

Address: "Learning of the People," Southern Utah University, April 1993.

Address: "Man and the Environment," LDS Public Information Series, November 1992.

Address: "Red, White, and Yellow: Navajos and Utes in the Journalistic Media, 1900-1930," Utah State Historical Society, Edge of the Cedars Museum, and Utah Statewide Archaeological Society, in January, March and April 1992.

Address: "Traditional Navajo Deer Hunting," Navajo Studies Conference, March 1992.

Address: "The Chidi and Flying Metal Come to the Navajo: Thoughts concerning Technology and Culture Change," Utah Humanities Council, October 1991 and January 1992.

Address: "Learning of the People--Older Navajo Women Speak," Utah State Historical Society, Edge of the Cedars Museum, Utah Statewide Archaeological Society, and Brigham Young University, in November and December 1991, March and April 1992.

Address: "Julius Caesar: His Life and Times," Utah Humanities Council, Blanding, March 1991.

Address: "'Beautiful Day in the Neighborhood'--Teaching Social Sciences in Rural Utah," Community College Conference, April 1991.

Address: Navajo History and Culture teacher inservice, Moab School District, September 1991.

Address: "Navajo Use of Anasazi Sites," Pecos Conference, August 1990.

Speaker's Bureau: "Navajo Sacred Geography" and "Navajo Perception of the Anasazi," Utah Endowment for the Humanities, January 1, 1989 to April 29, 1992 (20 presentations).

Address: "Role of Trading and Trading Posts in Navajo Cultural Interaction," Navajo American Culture Symposium, Sponsored by Redd Center for Western Studies, May 1990.

Address: "Navajo and Ute Relations, 1857-70," Navajo Studies Conference, October 1989.

Address: "A Native American History of Montezuma Canyon, 1860-1933," Edge of the Cedars Museum, October 1989.

Interpretive Tour: Four day lecture series on Navajo History and Culture, Four Corners School of Outdoor Recreation, July 1989; again in August 1990.

Address: "Navajo Sacred Geography," Utah Endowment for the Humanities, April 1989; again at Anasazi Heritage Center, Colorado, June 1989.

Address: "Posey: Man, Myth or Martyr," Utah Endowment for the Humanities, Blanding, March 18; and again, Colorado Historical Society, July 11, 1989.

Address: "Navajo Perception of the Anasazi," Navajo Studies Conference, November 1988.

Address: Lecture/discussion leader for "Way to Rainy Mountain," Utah Endowment for the Humanities, September 1988.

Address: "Navajo Perception of the Anasazi," University of Colorado, July 1988.

Address: "Weave of Time" (film discussion), Utah Endowment for the Humanities, May 1988.

Address: "Mormon Expansion in Southern Utah," Utah Endowment for the Humanities, April 1988.

Address: "Navajo Culture and Sacred Geography," Members of the Royal Geographic Society, April 1988.

Address: "Navajo Religious/Medicinal Practices," in-service workshop for San Juan County Hospital staff, April 1988.

Address: "Early Trading Posts along the San Juan River," Utah Endowment for the Humanities, September 1987.

Address: "Monster Slayer Meets the Mormons," Navajo Studies Conference, February 1987.

Address: "Monster Slayer Meets the Mormons," Arizona Historical Society, May 1987.

Address: "Changing Role of Navajo Women," Interagency Committee Utah Division of Social Services, December 1986.

Address: "Navajos, Mormons, and H.L. Mitchell," Utah State Historical Society, August 1986.

Address: "Changing Role of Navajo Women," CEU Women's Resource Center, April 1986.

Address: "Navajo Sacred Geography and History," White Mesa Institute in conjunction with the Denver Museum of Natural History, April 1986.

Address: "Navajos, Utes, and the Paiute Connection," Navajo Studies Conference, February 1986.

Address: "Navajos and Utes in Southeastern Utah," anthropology staff and faculty of Nancy Patterson Project, Summer 1986; again in 1986.

Address: "Mormon/Navajo Relations in San Juan County During the 1880s," Mormon History Association, Spring 1984.

## **Projects and Recognition**

Award: Charles Redd Center for Western Studies Award for article in Utah Historical Quarterly in 2008, "Seeing is Believing: The Odyssey of the Pector Shields," September, 2009.

Award: Delmont R. Oswald Research Fellowship, 2007-2008 by Utah Humanities Council.

Award: Dale L. Morgan Award for best scholarly article in the Utah Historical Quarterly for 2001—"Cowboys, Indians, and Conflict: The Pinhook Draw--Little Castle Valley Fight, 1881," co-author Rusty Salmon.

Award: Finalist in Utah Center for the Book Award for River Flowing from the Sunrise, November 2001.

Award: Norris and Carol Hundley Award of Pacific Coast Branch of the American History Association for River Flowing from the Sunrise, co-author Jim Aton, Fall 2001.

Award: Evans Handcart Award for best biography given for The Journey of Navajo Oshley: An Autobiography and Life History by the Mountain West Center (Utah State University), April 2001.

Award: Month-long seminar West Point Summer Institute in Military History, June, 2000.

Award: Best Article about Utah Not Published in the Utah Historical Quarterly presented by Utah State Historical Society, August 2000.

Award: Utah Humanities Council Merit Award for lecture series - "Learning of the People," November 1992.

Award: Utah Humanities Council, Research Fellowship, 1991.

Award: Certificate of Commendation for Blue Mountain Shadows Publication from the American Association for State and Local History, Fall 1990.

Award: Outstanding Teacher/Scholar Award, CEU-San Juan Campus, Spring 1988.

Award: Russell B. Swenson Best Graduate Student in History Award, Winter 1985.

Award: William J. Snow Award for the best graduate paper in Western History, Winter 1985.

Award: First Place in BYU Anthropology Dept. "Best Papers Contest 1983-84," Spring, 1984.

Award: William J. Snow Research Award, Spring 1984.

Award: Helen Carter Warr Award, Outstanding Departmental Graduate Student, BYU, Spring 1983.

Contract: White Mesa Ute Council to write the tribal history of members in southeastern Utah, 2008-2010.

Contract: University of Colorado—Boulder to write the ethnohistory of Comb Ridge as part of a five year project. Contract completed July 2008.

Proposal: “Avikan: Remembering the Homeland,” oral history research funded by the Utah Humanities Council, 2009.

Proposal: “John Holiday: The Making of a Medicine Man,” research funded by the Utah Humanities Council, 1999.

Proposal: Utes and Navajos in the Twentieth Century, research funded by the Charles Redd Center for Western Studies, 1999.

Proposal: “Navajo Mountain, Navajo Lands: Facing Diversity in the Twentieth Century,” research funded by the Utah Humanities Council, 1993.

Proposal: “Learning of the People,” research funded by Utah Humanities Council, 1991.

Proposal: Research funds for writing history of San Juan County, County Commission, 1991.

Proposal: “The Weeminuche Band of Southern Utes: An Interpretive History,” research funded by National Endowment for the Humanities and the American Association for State and Local History, Fall 1988.

Proposal: “A History of the Utes and Navajos in Montezuma Canyon,” Nancy Patterson Village Consortium, Summer 1985.

Proposal: “Navajo Women: Their Own Story,” research funded by the Women’s Research Institute, BYU, Fall 1985.

Proposal: “The Changing Role of Navajo Women,” research funded by the Associated Students of BYU, Winter 1984.

Proposal: “The Changing Role of Navajo Women,” research funded by the Women’s Research Institute, BYU, Winter 1984.

Scholar-in-Residence, Blue Mountain Shadows Oral History Project funded by Utah Endowment for the Humanities, Summer 1987.

**Professional  
Association**

Member Utah State History Board 2007-2011

Editorial Board Utah Historical Quarterly 1987-2007

Member: Epsilon Tau Sigma, Norwich University 1966-69

Member: Phi Alpha Theta, Brigham Young University 1984-85

Member: Phi Kappa Phi, Brigham Young University 1986-87

Member: Utah State Historical Society 1984-2011

Member: Western History Association 1985-89

Member: Organization of American History 1987-94

Member: Military Heritage Council, 2002

Reader: Utah Historical Quarterly, New Mexico Historical Review, Journal of Forest History, Western Historical Quarterly and American Indian Culture and Research Journal, American Indian Quarterly, Pacific Historical Review provided articles to review for publication, 1986 to present.

Editor of Blue Mountain Shadows Volumes 1-6, 8, 10, 17, 22, 1988-2000, 2008.

## ■ Don C. Larson

**DON C. LARSON, Ph.D.**

**Curriculum Vitae 2009**

College of Eastern Utah - San Juan Campus  
639 West 100 South  
Blanding, Utah 84511  
435.678.2201, ext.8121  
FAX 435.678.2220  
email [donlarsonc~sjc.ceu.edu](mailto:donlarsonc~sjc.ceu.edu)

### **CAREER OBJECTIVES**

A challenging instructional, research, and/or administrative position that utilizes my background and provides opportunities for continued professional growth.

### **SKILLS**

#### **Teaching and Training:**

Chair, Social Science and Education Department. Budget, scheduling, curriculum, program development, and student advisement.

Develop and teach courses in a variety of formats, including: workshops, off-campus extension, in-service, regular classroom, large group instruction, small group instruction, electronic distance education, incarcerated, tutoring.

Teach a wide-variety of subject/discipline areas: introductory sociology, special problems, social theory, research methods, social statistics, social change, demography, community, rural, community and rural development, aging, stratification, criminal justice, group dynamics, human ecology, social organization, and social psychology.

Expanded teaching responsibilities in Political Science, History, Anthropology, Psychology, and Education courses.

Developed and directed training conferences for youth and adults.

Have taught a wide-range of age groups: graduate, undergraduate, adult education,

concurrent-enrollment, and non-traditional levels.

Made content and program presentations to civic leaders and elected officials, social scientists, and continuing education professionals statewide, nationally, and internationally.

Can utilize curriculum development skills, including: subject needs assessment, goal setting, methods determination, media utilization, and evaluation. Have good classroom management skills.

Have the ability to work compatibly with diverse students (minority, foreign, traditional, nontraditional, incarcerated), both in the classroom and on a one to one basis.

### **Administrative:**

Chair Social Science and Education programs at College of Eastern Utah - San Juan Campus.

As Dean of Instruction, directed all instruction at the College of Eastern Utah - San Juan Campus, including distance education sites. Supervised resident faculty. Developed curriculum. Supervised distance education system operations. Scheduled classes. Supervised library, recruitment, admissions, registration, and applied technology operations. Served on the President's cabinet, college senate, and other committees. Supervised Utah State University instruction in San Juan County.

Directed Utah State University Continuing Education programs for Southwest Utah. Supervised nine distance education sites in a twelve county area of Utah. Scheduled classes. Negotiated with other institutions of higher education for program delivery. Advised students. Coordinated with on-campus departments. Supervised and evaluated faculty/staff Maintained area budget. Served on Continuing Education Director's Council. Published quarterly newsletter for SW area. Developed program and degree curricula.

Chair-elect Regional and Branch Campus Programs (past Chair Rural Education Division) of the University Continuing Education Association. Supervised program development for national meetings; national elections; awards.

Member of fifty master's committee between 1991 and 1997.

Directed the state Community Resource Development programs for Utah State University Cooperative Extension. Supervised and conducted community needs assessment surveys.

Consulted. Provided leadership training. Volunteer recruitment.

Supervised and coordinated professional staff members within University Extension and other research organizations.

Served on Extension Program Leaders Committee in determining policy, preparing evaluation materials, and guiding program content and direction,

Participated as member of Extension Administrative Committee under direction of Vice President for University Extension.

Directed and supervised office personnel in maintaining correspondence with state, national, and international officials.

Chaired committee to develop and implement a research archive. Set policy, hired professional staff, evaluated software, negotiated for building reconfiguration, consulted with staff.

Served on faculty executive committees as liaison and representative of student interests. Received and fulfilled assignments.

Can evaluate organizational and individual achievements and set goals and plans for future endeavors.

### **Research:**

Conducted large sample national and international survey research, including conceptual development, instrument design, sampling, collection management, data analysis, and report writing and presentation.

Worked with clients in performing needs assessment and evaluation research.

Recipient of Utah State University Research Fellowship.

Utilized and managed large national data bases for research at the USU Population Research Laboratory.

Can perform thorough bibliographic and library research.

Have mastered comprehensive research methods and statistical tools for evaluation and analysis.

Worked with communities in developing, administering, and interpreting surveys for planning and program needs.

## **EDUCATION**

Ph.D., Sociology: Rural/Community Sociology and Demography  
1988 (minor in instructional technology),  
Utah State University, Logan, UT  
Dissertation: "Mormon Return Migration: A Return to Zion"  
Major Professor: Brian L. Pitcher, Ph.D.

M.S., Sociology  
1984 Utah State University, Logan, UT  
Thesis: "An Examination of the Relationship Between Migration and  
Occupational Mobility"  
Major Professor: Michael B. Toney, Ph.D.

Health Administration  
1978 Arizona State University, Tempe, AZ

B.S., Sociology  
1977 Brigham Young University, Provo, UT

## **AREAS OF SPECIALTY**

Demography: migration (cultural determinants), historical, methods, census data  
Rural/Community: development, extension sociology, community needs  
assessment  
Research Methods: survey research, evaluation, needs assessment, content  
analysis  
Social Theory: historical and contemporary sociological theory  
Religion: religious culture, roles  
Social Gerontology: coping with loss  
Instructional Technology: instructional design, media usage, teaching, curriculum  
development and evaluation

## **PROFESSIONAL AND ADMINISTRATIVE EXPERIENCE: POSITIONS**

Tenured Instructor of Social Science and Education/Campus Department Chair:  
College of Eastern Utah - San Juan Campus  
2003 - present

Dean of Instruction: College of Eastern Utah –San Juan Campus  
1997—2003

Joint appointment with Utah State University as program supervisor  
2000 –2003

Director of Continuing Education Southwest Utah:

Extension Assistant Professor (Graduate Faculty):  
Continuing Education, Utah State University  
1991—1997

Adjunct Assistant Professor:

Department of Sociology, Weber State University  
1992– 1997

Department of Sociology, Utah State University  
1991 –2003

Research Associate:

Research Division, Correlation Department  
The Church of Jesus Christ of Latter-day Saints  
1989— 1991: Research Associate  
1988— 1989: Assistant Researcher

Temporary Instructor:

Department of Sociology, Utah State University  
1987— 1988

Research Associate:

Social and Technical Aspects of Irrigation Organization  
Department of Sociology, Colorado State University  
David Freeman, Course Director  
Summer 1987

Acting Program Leader (Community Resource Development)/Temporary Instructor:

Utah State University Cooperative Extension Service  
1985—1986

Research Assistant:

Utah State University Extension Service  
David L. Rogers, Supervisor  
1986— 1987

Agricultural Experiment Station  
Department of Sociology, Utah State University  
Michael B. Toney, Supervisor  
Summer 1983

Correlation/Evaluation Department  
The Church of Jesus Christ of Latter-day Saints  
Brian L. Pitcher, Supervisor  
Summer 1983

Population Research Laboratory  
Department of Sociology, Utah State University  
Michael B. Toney, Supervisor  
1980—1982

Graduate Instructor:

Department of Sociology, Utah State University  
1981—1987

Teaching Assistant:

Introduction to Sociology (Soc 101); General Sociology (Soc 200); Social Problems (Soc 140)  
Fall 1979— Spring 1983

Staff Member/Assistant to Project Leader:

USDAIUSAID/ USU Seminar: “Keys to Rural Development”  
R. W. Roskelley, Project Leader  
August 1983, August 1982, August 1981

Managing Director:

Houck’s Process Stripping Center (furniture), Provo, UT  
1976—1978

**PROFESSIONAL AND ADMINISTRATIVE EXPERIENCE: RESEARCH**

Analyst/Consultant:

Statistical analysis of survey results/report writing/presentations for Insight Research, Salt Lake City, UT

1992 —present

Survey Director:

“International Member Demographic Surveys”: United States and Canada, 1989-90; British Isles. 1991-1992

“Survey of LDS Teachers: National Survey of Church Teachers’ Needs,”  
November  
1988

North Part Elementary School Parents’ Survey: North Logan, UT, January 1987

Utah Community Progress Community Needs Assessment Surveys: Southwest  
Community Council, Salt Lake County, UT, February 1987; Clinton, UT,  
September  
1986; Payson, UT, May 1986; Fruit Heights, UT, March 1986; Hyde Park, UT,  
January  
1986; Duchesne, UT, September 1985

Interviewer:

Utah Community Progress Community Needs Assessment Surveys, Wesley T.  
Maughan,  
Supervisor: South Ogden, UT, May 1981; Wellsville, UT, November 1981

**PROFESSIONAL AND ADMINISTRATIVE EXPERIENCE: TEACHING AND TRAINING**

Classes Taught (Utah State University/Weber State University/College of Eastern Utah)\*:

Introduction to Education (EDUC 1010)  
Fall 2009, Fall 2008, Fall 2007, Fall 2006, Fall 2005, Fall 2004, Fall 2003

Introduction to Early Childhood Education (FAML 2600)  
Fall 2009, Fall 2008

Child Guidance (FAML 2610)  
Spring 2009

Teacher Assistant Experience (EDUC 1000)  
Fall 1997 to present

Introductory Sociology (SOC 101/1010)

Fall 2009, Fall 2008, Fall 2007, Summer 2007, Fall 2006, Spring 2005, Fall 2004,  
Spring 2002, Fall 2003,  
Summer 2000, Spring 1998, Fall 1991, Spring 1988, Winter 1988, Fall 1986,  
Spring  
1986, Winter 1986, Spring 1985

American Culture (SOC 102)

Fall 1989

Modern Social Problems (SOC 140/1 020)

Spring 2005, Spring 2004, Fall 19996, Fall 1995, Fall 1994, Fall 1993, Summer  
1992,  
Winter 1991, Fall 1990, Winter 1988, Fall 1987, Summer 1985, Winter 1984,  
Winter  
1983

Rural Sociology (SOC 201)

Winter 1993, Winter 1990

Foundations of Modern Sociology (SOC 201)

Winter 1989

Minorities (SOC 240)

Spring 1993

Introduction to the Study of Aging (SOC 275/1050)

Fall 2006, Spring 1997, Winter 1996, Fall 1994, Summer 1994, Summer 1993,  
Fall 1986,  
Fall 1986, Fall 1984, Fall 1983, Spring 1983, Fall 1982, Fall 1981

Classical Sociological Theory (SOC 303)

Summer 1997, Fall 1996, Winter 1996, Winter 1995, Summer 1994, Winter 1994,  
Winter  
1993

Contemporary Social Theory (SOC 401)

Winter 1998, Spring 1997, Winter 1997, Spring 1995, Winter 1995, Spring 1994,  
Fall  
1992, Spring 1992, Spring 1987

Social Stratification (SOC 301) Fall 1993

Social Organization (SOC 302)  
Fall 1994

Research Methods (SOC 311, SLSC 2500)  
Spring 2005, Fall 1997, Fall 1996, Spring 1995

Social Statistics (SOC 312/3120)  
Summer 1999, Summer 1998, Summer 1997, Summer 1996, Summer 1995, Fall  
1994,  
Fall 1993

Population and Society (SOC 320)  
Winter 1990

Social Change (SOC 330)  
Summer 1987

Social Psychology (SOC 350/PSYH 2500)  
Spring 2009, Spring 2008, Spring 2007, Spring 2005, Spring 2004, Spring 2003,  
Fall 1987

Urban Sociology (SOC 360)  
Spring 1994

Human Ecology (SOC 361)  
Spring 1992

Criminal Justice System (SOC 442)  
Winter 1994

Group Dynamics (SOC 452)  
Fall 1994

Sociology of Aging (SOC 475)  
Summer 1999, Spring 1998, Spring 1996, Spring 1995, Winter 1987, Winter 1984

Community Organization and Leadership (SOC 572)  
Winter 1984

Introduction to Cultural Anthropology (ANTH 1010)  
Summer, 2008, Spring 2008, Spring 2007, Spring 2006, Summer 2005, Fall 2004

Marriage and Family (FAML 2400)  
Fall 2009, Fall 2008, Fall 2007, Fall 2006, Fall 2005, Fall 2004, Summer 2004,  
Fall 2003, Summer 2003, Fall 1998

American Civilization (HIST 1700)  
Fall 2009, Fall 2008, Spring 2007, Spring 2006, Spring 2005, Fall 2004

Basic Weight Training/Advanced Weight Training (PHED 1270/2370)  
Summer 2004, Spring 2004, Fall 2003, Summer 2003, Spring 2003

American National Government (POLS 1100)  
Spring 2008, Fall 2007, Summer 2007, Fall 2006, Summer 2006, Fall 2005,  
Spring 2005, Summer 2004, Spring 2004, Fall 2003

Introduction to Psychology (PSY 1010)  
Summer 2009, Spring, 2009, Spring, 2008, Summer 2007, Spring 2007

\* Utah institutions of higher education converted from quarters to semesters Fall 1998.

Course numbers reflect that conversion (three digit course numbers to four digit numbers).

Guest Lecturer (Utah State University/University of Utah):

Introductory Sociology, Social Problems, Research Methods, Social Theory,  
Introduction to Population, Population Geography, Service to the Aging,  
Fieldwork Placement, General Sociology, College Teaching Seminar, and  
Sociology of Education

Institute Director:

Fourth Annual Youth City Council Leadership Institute  
Utah State University, Logan, UT

March 19-21, 1987

Third Annual Youth City Council Leadership Institute  
Utah State University, Logan, UT  
March 13-15, 1986

Program Committee:

79<sup>th</sup> Annual Utah League of Cities and Towns Convention  
Salt Lake City, UT  
September 10-13, 1986

Tutor (Utah State University):

Introductory Sociology, Social Theory, Research Methods

### **PROFESSIONAL AND ADMINISTRATIVE EXPERIENCES: HONORS AND SERVICE**

Doctoral Supervisory Committee, Heather Young, Utah State University  
2007 - present

Member, San Juan Campus Student Judiciary Committee  
2006 - present

Board Member, Host, Participant, Chair (2007): Conference on Children and the Family,  
sponsored in part by CEU-San Juan  
Campus  
2006 - 2008

Board Member, Emcee, Participant:  
Winter Storytelling Festival, sponsored by the Abajo Storytellers, CEU-San Juan  
Campus  
2000 - present

Member:

Title III Administrative Task Force  
CEU - San Juan Campus  
2003 - present

Vice Chair/SJC Faculty Senator:

College of Eastern Utah College Senate  
200 - 42006

Commencement Committee Chair:

CEU -San Juan Campus  
2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002, 2001, 2000, 1999, 1998

Advisor:

CEU -SJC Newsletter Club  
2004 - 2005

Assessment Committee:

College of Eastern Utah  
2003 - 2007

Board Member/Executive Committee Member:

Department of Workforce Services Regional Council, Eastern Region  
1999 - 2009

Board Member:

Quality and Improvement Committee, Department of Child and Family Services,  
Eastern Region  
1999 - 2000

Board Member:

Utah Association of Adult, Community, and Continuing Education  
1999—2001

Board Member:

Blanding, Utah Chamber of Commerce  
1998 —2002

Commissioner:

Commission on Management and Leadership  
University Continuing Education Association  
1998—1999

Chair Elect:

Regional and Branch Campus Programs Division  
University Continuing Education Association  
1997—1998

Chair: Rural Education Division, University Continuing Education Association  
1996— 1997

Chair-elect:  
Rural Education Division, University Continuing Education Association  
1995— 1996

Biographee:  
Who's Who in the World, 12<sup>th</sup> Edition, 1995.  
Dictionary of International Biography, 23<sup>rd</sup> Edition, 1993.  
Who's Who in the West 24<sup>th</sup> Edition, 1993, 24<sup>th</sup> Edition, 1991.

Moderator:  
Sociological Pedagogy: Concepts and Contexts, Western Social Science  
Association meetings, Albuquerque, NM, April 1994.

Outstanding Social Science Paper:  
Utah Academy of Science, Arts and Letters, "Social Change and Prophetic Roles:  
A Study of Continuity in African Independent Christian Churches," 1993.

Discussant:  
New Religious Movements, Western Social Science Association meetings, Reno,  
NV, April 24-27, 1991.

Information Center Committee Chair:  
Research Division, Correlation Department, The Church of Jesus Christ of  
Latterday Saints, Salt Lake City, UT, 1989-1990.

University Research Fellow:  
College of Humanities, Arts, and Social Sciences, Utah State University, Logan,  
UT, 1984-1985.

Professional Associate:  
11<sup>th</sup> Summer Seminar in Population, East-West Population Institute, East-West  
Center, Honolulu, HI and Manila, Philippines, Summer 1980.

Reviewer:  
Prentice Hall American national government text, 2007

Routledge introductory sociology text, 2004

Random House introductory sociology text, 1987

Cooperative Extension Service, Implications of Volunteerism in Extension:  
Reacting to Parts in Action – Summary of Phase II Report, 1986

USDA Small Business Innovation Research (SBIR) Proposals, 1989, 1985

Associate Editor:

Western Sociological Review, 1980-1981

President:

Sociology Graduate Student Association, Utah State University, 1981-1982,  
1980-1981

President:

Bayanihan Club, Brigham Young University, Provo, UT, 1974-1975

## ASSOCIATION MEMBERSHIPS

Population Association of America  
Rural Sociological Society  
American Anthropology Association  
National Council on Family Relations  
American Sociological Association  
Western Social Science Association  
Utah Academy of Science, Arts and Letters  
Alpha Kappa Delta – Utah Beta Chapter  
University Continuing Education Association  
Utah Association of Adult, Community, and Continuing Education

## PUBLICATIONS: BOOKS, CHAPTERS, AND MANUALS

1989 “Elderly Widowhood,” with Brian L. Pitcher, Chapter 3 in Bahr and Peterson

(eds.) Aging and the Family. Lexington Books.

1988 Mormon Return Migration: A Return to Zion, unpublished doctoral dissertation, Department of Sociology, Utah State University, Logan, UT.

Utah Community Progress Workbook, edited with David L. Rogers, Utah State University  
1987 Cooperative Extension Service, Logan, UT.

Community Needs Assessment Survey Guide, edited with David L. Rogers, Utah State University  
1987 University Cooperative Extension Service, Logan, UT.

An Examination of the Relationship Between Migration and Occupational Mobility, unpublished 1984 master's thesis, Department of Sociology, Utah State University, Logan, UT.

Population Profiles of Utah Counties: 1980, a population data sheet, with Michael B. Toney. 1983 The Population Research Laboratory, Utah State University, Logan, UT.

Keys Seminar: Practical Steps for Human Development in Maximizing Agricultural Production, 1983 with R. W. Roskelley, M. L. Ba, and R. Mohammad, Department of Sociology, Utah State University, Logan, UT.

Training Manual for the Key's Seminar, with R. W. Roskelley, N. Adams, and A. Keller, 1982 Department of Sociology, Utah State University, Logan, UT.

## **PUBLICATIONS: PAPERS AND PRESENTATIONS**

“The Gettysburg Address in a Modern Context,”  
2009 Mayor's Prayer Breakfast, Blanding, Utah 4<sup>th</sup> of July Celebration

“Helping Children Cope with Traumatic Events,”  
2007 Keynote address at the 2<sup>nd</sup> Annual Family and Children Conference, CEU, San Juan Campus, Blanding, UT.

“Panel presentation on Generational Transmission of Culture,”  
2007 2<sup>nd</sup> Annual Family and Children Conference, CEU, San Juan Campus,

Blanding, UT.

“Panel moderator on Communication Between School and Family,”  
2007 2<sup>nd</sup> Annual Family and Children Conference, CEU, San Juan Campus,  
Blanding, UT.

“Oh Teacher. . .Not Another Test’ Assessment in the Primary and Secondary Grades”  
2006 Inservice presentation, Red Mesa Uniform School District, Arizona.

“The Constitution of the United States. “ presented at CEU-San Juan Campus noon  
forum,  
2007, 2008 San Juan Campus, Blanding, UT.

“Panel presentation on the Ethics of Human Cloning,” presented at CEU-San Juan  
2006 Campus noon forum, CEU, San Juan Campus, Blanding, UT.

“Teaching Children to be Safe in an Uncertain World, and Protecting Ourselves at the  
2006 Same Time,” presented at the 2006 Conference on Children and the  
Family,  
CEU, San Juan Campus, Blanding, UT.

“Education in an Electronic Environment,” presented at a Utah State Office of Education  
2004 EDNET training, CEU, San Juan Campus, Blanding, UT.

“A Question Typology for Overcoming Student Reluctance in Electronic Distance  
Education,” 1996 Pacific Sociological Association, Seattle, WA.

“Competition, Cooperation, and Cooptation: Advantages and Pitfalls of Interorganization  
Competition in a Limited Market,” National University Continuing  
1995 Education Association, Anaheim, CA.

“Organizational Cooptation: A Case Study of the Consequences of a Broken Pattern,”  
1994 Utah Academy of Science, Arts and Letters, Ogden, UT.

“Limitations to Integration of Incarcerated and General Public Students Through  
Electronic Distance Education,”  
1994 Western Social Science Association, Albuquerque, NM.

“Consequences of Breaking a Pattern of Organizational Cooptation,” Western Social  
1994 Science Association, Albuquerque, NM.

“Cooperation, Cooptation, and Conflict in a Competitive Market: Multi-Institutional  
Pressure on Program Growth,”  
1994 joint NUCEA Region VI/VII meetings, Seattle, WA.

“Social Change and Prophetic Roles: A Study of Continuity in African Independent  
Christian Churches,”  
1993 Utah Academy of Science, Arts and Letters, Cedar City, UT.

“Apostles of the Last Dispensation: Consequences of Demographic Change to  
Organizational  
Leadership of the Mormon Church,”  
1993 Western Social Science Association, Corpus Christi, TX.

“The Role of the Prophet in African Independent Christian Churches, Western Social  
Science  
1993 Association, Corpus Christi, TX.

“Adolescent Alcohol Use in Guam and Utah: A Comparison of Deviance in Religious  
Cultural Contexts,” with J.C. Caycedo  
1992 Western Social Science Association, Denver, CO.

“Differential Prevalence of Gender in a Church Youth Magazine: A Longitudinal Content  
Analysis of Photographic Illustrations,” with J.C. Caycedo  
1992 Western Social Science Association, Denver, CO.

“An Historical Demographic Study of Mormon Migration from Scandinavia: The  
Passengers of the Ships Athena, Electric, Franklin, and Humboldt,”  
1992 Western Social Science Association, Denver, CO.

“Family, School, and Peer Influence on Adolescent Alcohol Use in Utah,” with R.  
Briscoe, J.C. Caycedo, and R. Sudweeks,  
1992 19<sup>th</sup> Annual Center for Studies on the Family Conference, Brigham  
Young University, Provo, UT.

“Adolescent Alcohol Consumption: Beer Drinking in a Non-Drinking State,” with R. Sudweeks, G. Van Komen, and R. Briscoe,  
1991 Western Social Science Association, Reno, NV.

“A Review of Antecedents of Marital Instability in the United States: A Theoretical Revision,” with J.C. Cayedo,  
1991 Western Social Science Association, Reno, NV.

“Demographic Information Use in The Church of Jesus Christ of Latter-day Saints,”  
1991 Western Social Science Association, Reno, NV.

“The Use of Demographic Information in The Church of Jesus Christ of Latter-day Saints,” with K.L. Goodman,  
1991 Southern Demographic Association, Louisville, KY.

“The 1981 and 1990 Church Membership Surveys: Sample Procedures and Problems,” with K.L. Goodman,  
1991 16<sup>th</sup> annual Summer Institute for Applied Statistics, Brigham Young University, Provo, UT.

“The Idea and Role of Community in the Mormon Church,” with D. Hooper, R. Cooper, D. Koller, and J. Smithson,  
1989 Society for the Social Study of Religion/Religious Research Association, Salt Lake City, UT.

“Religion and Migration: A Case Study of Mormon Non-Normative Migration from Scandinavia, 1850-1900.” with R.V. Larson,  
1989 Society for the Social Study of Religion/Religious Research Association, Salt Lake City, UT.

“A Descriptive Analysis of United States Mormon Migration Streams,”  
1989 Western Social Science Association, Albuquerque, NM.

“Utah Mormon Migrants: The Secularization of the Gathering Doctrine,”  
1989 Western Social Science Association, Albuquerque, NM.

“Lowry Nelson Reveals Deep Roots in Utah Soil,” with R.W. Roskelley, (book review of Lowry Nelson, 1985, In The Direction of His Dreams. Memoirs. New York:

Philosophical Library, Inc.), 1986  
May 11.

Logan, UT: Herald Journal/Cache Sunday,

“Preventing Elderly Abuse,”

1986 Continuing Education Committee on Aging workshop, Logan, UT.

“The Youth City Council: Its Organization and Purposes,”

1986 Third Annual Youth City Council Leadership Institute, Utah State University, Logan, UT.

“Utah Community Progress: An Executive Summary,”

1985 Utah State University Cooperative Extension Service, Logan, UT.

“Executive Summary of the Utah Community Progress Youth City Council Program,”

1985 Utah State University Cooperative Extension Service, Logan, UT.

“Executive Summary of the Utah Community Progress Community Needs Assessment Survey,”

1985 Utah State University Cooperative Extension Service, Logan, UT.

“White/Nonwhite Migration and Occupational Mobility,” with M.B. Toney,

1984 Western Social Science Association, San Diego, CA.

“Coping With Interpersonal Loss,”

1983 Marriage, Home, and Family Conference, Brigham Young University, Provo, UT.

“Scandinavian/Baltic Emigration to the Mormon Colonies, 1850-1900.” with R.V.

Larson,

1980 Seventh Biennial Conference of The Association for the Advancement of  
Baltic Studies, Washington, DC.

## **WORK IN PROGRESS**

Healing ideology: religion and social change

A model of Navajo philosophy and education applied to continuing education

Gestures and social affiliation

Roadside memorials as a mode of public mourning

**COMMUNITY SERVICE**

Executive Board, Utah National Parks Council, Boy Scouts of America  
2008 – present

Sector Chair, Sector 4, Utah National Parks Council, Boy Scouts of America  
2008 - present

Chair, Learning for Life, Boy Scouts of American, San Juan District  
2006 - 2007

Assistant Scoutmaster, Wood Badge leadership training course, Boy Scouts of America,  
Utah National Parks Council,  
July 2006.

Assistant Commisarian, Boy Scouts of America National Jamboree, Fort A.P. Hill, VA.  
July-August 2005

Tralning Chair, San Juan District, Utah National Parks Council, Boy Scouts of America,  
Blanding, UT.  
2004 —present

“Teddy Brewster,” in Arsenic and Old Lace, Edge of the Seaters Theatre Group,  
Blanding, UT  
13-16 February 2002

Director, Chaplain Section, BSA National Camping School, Camp Tracy, UT  
May 2007, May 2005, May 2001

Timberline Staff, National Youth Leadership Training, Utah National Parks Council, Boy  
Scouts of America, Blanding, UT  
May 2009, May 2008, May 2005, May 2004, May 2003, May 2002, May 2001

Scout Chaplain (BSA certified: National Camping School, Peaceful Valley, CO), Blue  
Mountain Scout Camp, Blanding, UT  
2000 - present

District Commissioner (Distinguished Commissioner Award, January 2002), San Juan  
District, Utah National Parks Council, Boy Scouts of America, Blanding, UT  
2002 - 2004

Scout Roundtable Commissioner, San Juan District, Utah National Parks Council, Boy Scout of America, Blanding, UT  
1997 - 2002

Executive Board, Blanding Lion's Club, Blanding, UT  
1999 - 2002 (President 2001, Vice President 2000)

Counselor in Bishopric, my local church, Blanding, UT  
2001 - 2008

Volunteer Institute of Religion Instructor, Blanding, UT  
1999—2000

Bishop, my local church, West Bountiful, UT  
1996— 1997

High Councilor, my local church, West Bountiful, UT  
1993—1996

Candidate, City Council, West Bountiful, UT  
1995

Voting District Chair, West Bountiful, UT/Logan, UT  
1980—1997

Basketball Coach, Jr. Jazz Youth Basketball League, West Bountiful, UT 1992 - 1993

Co-Chair, 4<sup>th</sup> of July Celebration, West Bountiful, UT  
1992 and 1993

Tee-ball Coach, Youth Baseball League (1st place 3 years), West Bountiful, UT 1991 —  
1994

Unit/Zone/Assistant District Commissioner, Stone Creek District, Great Salt Lake  
Council, Boy  
Scouts of America, West Bountiful, UT  
(Woodbadge 1997; Silver Beaver 1997)  
1990—1997

Counselor in Bishopric, my local church, West Bountiful, UT  
1989—1993

High Councilor, my local church, Logan, UT  
1987— 1988

Chapter Advisor, Old Ephraim Chapter, Order of the Arrow, Boy Scouts of America,  
Cache Valley Council, Logan, UT  
1985—1986

Cubmaster, Pack 203, Old Ephraim District, Cache Valley Council, Boy Scouts of  
America, Logan, UT  
1984—1985

Campaign Committee Member, Utah 1<sup>st</sup> Congressional District  
1984

Counselor in Bishopric, my local church, Logan, UT  
1983—1984

Executive Secretary, my local church, Logan, UT  
1981 —1983

Guest Lecturer: various topics, including, furniture stripping and refinishing, aging and  
ageism, coping with interpersonal loss, etc. to community groups in Provo, Logan, and  
West Bountiful, Utah  
1977 - present

Genealogy Research Instructor: Adult Education Class, my local church, Logan, Utah  
1978 - 1981

Education Committee Member: Chamber of Commerce, Provo, Utah  
1977 - 1978

Assistant Lodge Lay Advisor: Tu-Cubin-Noonie Lodge, Order of the Arrow, Boy Scouts  
of America, Provo, Utah  
1975 - 1978

Chapter Advisor: Provo Chapter, Order of the Arrow, Boy Scouts of America, Provo,  
Utah  
1974 - 1975

Troop Committee Member: Troop 600, Boy Scouts of the Philippines, Manila,  
Philippines  
1973 -1974

## **REFERENCES**

Dr. Mike King, President  
College of Eastern Utah

Price, Utah 84501  
435-637-2120, ext. 5293

Dr. Guy Denton, Vice President  
College of Eastern Utah – San Juan Campus  
Blanding, Utah 84511  
435-678-2201, ext. 8182

## ■ Jay W. Stephens

Jay W. Stephens

PO Box 724 Wellington, UT 84542 ▪ Home: 435-637-3867 ▪ Cell: 435-630-1782 ▪  
stephens.jayw@gmail.com

### Education

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April, 2003 Brigham Young University, Romney Institute of Public Management  
Provo, UT

Master of Public Administration, Emphasis in HR Management

December, 2000 Brigham Young University  
Provo, UT

Bachelor of Arts in History, Minor in Portuguese

### Experience

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December 2005-Present: Director of Human Resources

College of Eastern Utah, Price, UT

The College of Eastern Utah is a comprehensive community college serving central and southeastern Utah, including the Native American communities of the Four Corners region. Three campuses spread over 17,000 square miles serve 2,150 credit-seeking students and provide non-credit training to another 4,500 adult learners.

**Responsibilities:** Personnel policies and procedures, benefits, salaries, employee classification, recruiting, training and development, records management, retirement, EEO/AA, FMLA and workers' compensation.

Accomplishments:

- Developed and implemented a new performance evaluation system for all campus staff employees.
- Authored numerous policies and policy revisions including FMLA, Recruiting, Staff Evaluation, Background Checks, and Sexual Harassment.

- Programmed and launched Electronic Personnel Action Forms in the Banner system.
- Redesigned the salary structure for Exempt and Non-Exempt Staff.
- Added new employee benefits at minimal cost to the College, including: AFLAC, an Employee Assistance Program, and Pre-Paid Legal.
- Successfully managed a number of investigations into employee misconduct, sexual harassment and other matters of a sensitive and confidential nature.

August 2003-December 2005: Human Resources Analyst

State of Utah-Department of Human Services, Price, UT

The State of Utah Department of Human Services is comprised of various agencies including: Child and Family Services, Juvenile Justice Services and Services for People with Disabilities. This position covered the Eastern Region and approximately 250 employees working in six counties with offices and facilities in seven cities.

**Responsibilities:** Advising and training supervisors on policy and procedure, recruitment, benefits, payroll, FMLA, records management.

Accomplishments:

- Trained all supervisors and directors in the region on new hiring procedures and systems.
- Made direct, face to face contact with every supervisor and manager in the region monthly.
- Developed and implemented recruiting strategies for hard to recruit positions.

May 2002-August 2002: Human Resources Intern

Nu Skin Enterprises, Inc., Provo, UT

Nu Skin Enterprises is a direct-selling company that operates in 48 countries and employs over 2,000 employees in its U.S. headquarters based in Provo, UT.

**Responsibilities:** Assisted HR Generalist, employee investigations, cost study, job classification.

Accomplishments:

- Performed desk audits and rewrote job descriptions for the entire Data Entry Department

- Conducted a cost study to determine if implementation of a new time entry system would provide
  - significant savings
- Assisted in the development of a marketing and recruitment strategy for evening and weekend
  - positions.

### Teaching-Higher Education

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Fall 2005-Present  
Price, UT

The College of Eastern Utah

Adjunct Faculty member in History teaching History 1700, a survey course of American history from the discovery of the continent to present day.

Summer 2003  
Salt Lake City, UT

Brigham Young University-Romney Institute of Public Management

Team-taught the Human Resources Management course for the Executive MPA program at the BYU Salt Lake Center.

### Professional Development

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Current Member of the Utah Higher Education Personnel Advisory Committee

2008 Utah Wage and Hour Law Update

2007, 2008 Southern Methodist University Symposium on Higher Education

2006 Council on Education Certificate in Human Resource Management

### Community Involvement

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Member of the Wellington City Planning and Zoning Commission

# *Statements of teaching philosophy*

## ■ Susan Rhoades Neel

“Education is not the filling of a pail, but the lighting of a fire.”

William Butler Yeats

My passion for teaching history is rooted in a fairly simple conviction—history matters. The study of history is valuable because it compels us to look beyond the familiar and superficial. I want students to emerge from their engagement with history carrying not only a good body of knowledge but also with a lingering curiosity about the human experience. My goal as a teacher is to cultivate within students an enthusiasm for deep thinking and hearty, healthy civic discourse. Wherever they go, whatever career they undertake, I want my students to have the skills and the lifelong desire to engage the world around them, to think and question, to reason and care. Regardless of what job a person has or aspires to, the ability to think critically and carefully and to communicate with clarity, intelligence, and compassion are vital to a successful and fulfilling life and, not incidentally, to the democratic vibrancy of our nation.

My approach to teaching is learner-centered. As with any subject taught at the college level, history requires students to master a broad body of disciplinary knowledge. I try to make the path toward mastery one of discovery. Sometimes that comes through a story well told—my definition of a good lecture—and at other times

through students' direct engagement with historic questions using primary and secondary sources. I strive to make every aspect of my courses, from lectures and assignments to even the mundane routines of attendance and study habits, teachable moments. I want my students to acquire a repertoire of skills in reading, writing, critical thinking, planning and executing tasks, and self-reflection. The *process* of learning matters, I believe, as much as what is learned.

My goal is to present courses that students will find interesting, even exciting, as well as informative. I have high expectations of students but I try always to leaven my demands with equal doses of compassion and good humor. A good teacher, to my mind, is one who models the behaviors expected of students—that is why I work hard to always be prepared and to conduct myself thoughtfully and professionally. Experience has taught me how to calmly and effectively negotiate through the periodically explosive melodramas of college life and while I bring lots of energy and passion to my teaching, in relations with students I've found that a quiet and humane steadiness is best.

### Don Larson

I believe the purposes of education are to provide people with "options" by helping them develop a knowledge base for decision-making; develop a skill base for action; and develop cognitive skills for progressive "world-view". Additionally, I believe that education changes people in that, with education, they find their world a better place because they can make it that way.

I believe that my students learn best when they are partners in the learning endeavor. They need to have high expectations for responsibility in the process of learning. And, they need to have skills for learning. An important part of the learning endeavor is the respect the teacher has for the pupil and the pupil has for the teacher.

Students learn best in an environment that promotes learning. One feature of a good learning environment is a teacher who is a master of the subject matter, who is a master of pedagogy, and who is a master of social relations. Another feature of a good learning environment is a careful balance of expectation and ability, and a teacher who can match each for optimal effect. Finally, a feature of a good learning environment is self-discipline, where teacher and student have both learned how to participate in learning with an expectation of the joy of learning and discovery.

### ■ **Robert McPherson**

(not available)

### ■ **Jennifer Truschka**

The goal of teaching is to enable students to develop their own unique sense of self. A person's strength lies in their diversity and uniqueness. The purpose of education is to teach empathy and tolerance while also strengthening a person's convictions. The purpose of education is also to provide students with skills and abilities that they will need to keep growing throughout their lives and succeed both in life and formal education.

Reading Comprehension: In concrete terms, most educators emphasize many of the same skills. Students need to master the ability to read and write well. All major exams in my classes are essay exams. All of my classes have an assigned

text and a study guide that goes along with the text. I do not lecture directly out of the book, this allows students to practice their reading comprehension.

Communication Skills: Students need to develop communication skills. I teach philosophy and political science. This allows for much formal and informal debate. I also require presentations in some of my classes.

Critical Thinking: The most intriguing skill to teach is critical thinking. Many students view education as a chore they must get through. There are many tasks and assignments that can be used to foster critical thinking but I believe breaking down this misconception is one of the most important tasks for an educator. This can be done by emphasizing the individual's right to make choices and take responsibility. You cannot force someone to learn or develop critical thinking skills but by acknowledging the right of the individual to choose and putting the responsibility of learning on them you are forcing them to think for themselves and make choices. This is the first step fostering critical thinking skills.

The purpose of education to prepare the student to succeed in life and be able to further their education but I think the role of the educators goes beyond that. By strengthening person's sense of self they will develop a desire to learn and make an impact on the environment around them.

Learning is a life-long process. I am currently working on an MA in Liberal Studies from University of North Carolina – Greensboro. This is an online program that is comprised of subjects that transverse a wide range of disciplines. I have taken classes in the Middle East, Global Economy, Poetry, Religion and Latin America. All of the courses I take are related to the classes that I teach. I believe that all courses should be interdisciplinary. All the courses I take for the MA degree are taught online. This has helped me become familiar with the online format. I have integrated Blackboard into my current classes. Next

semester (Spring 2010) I will be teaching an online Introduction to Philosophy class. I believe that in-class courses are the best way to teach but I also believe that online classes can be high quality and beneficial to a number of students. I am dedicated to becoming the best possible teacher I can be in a variety of formats.

*Involvement in College academic, creative, and professional activities*

- Susan Neel has taught several workshops for faculty and staff on using digital tools for instruction.
- Jennifer Truschka served as chair of the CEU College Senate, 2006-2008.
- Susan Neel serves as chair of the CEU College Senate, 2008-2010.
- Susan Neel created and maintained a web site for the Department of History until CEU placed all web sites under the auspices of the IT Department.
- Susan Neel served on the CEU General Education Review Committee and helped draft the institution's new Essential Learning Outcomes.
- Susan Neel serves on the CEU Online General Education Program Committee and has helped develop overall best practices and assessment tools for the program.

## *Involvement with student clubs or services*

- Jennifer Truschka founded and continues to advise the CEU Gay-Straight Alliance. She also serves as the drug testing coordinator for the CEU athletic program.
- Susan Neel and Jennifer Truschka host a regular Student Appreciation Coffee in the CBB student lounge.

# Documentation: Criterion 3

## Utilization of Instructional Materials & Technologies

### Supporting Documents

Program Review

Spring 2010

- Course Syllabi
- Internet / Course Management Sites
- Internet & Management Materials
- Library Holdings
- Other resources/technologies

History  
History

# Criterion 3

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## *Course Syllabi*

### HIST 1100–EdNet

## Western Civilization To 1300

Wed. 8:00-10:40 p.m.      Fall 2007  
3 Credit Hours

Neal Peacock, Instructor  
Office Phone: (435) 381-2339      Home Phone: (435) 381-5686  
e-mail: neal.peacock@ceu.edu  
Office Hours: 7-8 p.m. Wednesdays (1 hour prior to class)

#### Course Description:

This course examines the major civilizations of the ancient world as well as Europe during the Middle Ages to 1300. This course explores the historical, political social, artistic, and economic aspects of these cultures.

#### Textbook:

**Spielvogel, Western Civilization: A Brief History, 3rd Edition.**

#### Institutional Objectives:

This course is committed to the highest standards of instruction and learning. This course at the first of each class is to aid students in achieving a degree and transfer programs and recognizes that the skills learned here will continue after graduation. This course is designed to help instill the curiosity and skills necessary for a student to be a life-long learner

#### Skills:

Students will learn to read for understanding, think in both abstract and concrete terms, analyze historical, cultural and political circumstances, write essays, and take tests.

#### Accommodations for Students with disabilities:

Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The disability center is located in the SAC building, room #118. You can also contact them by phone at (435) 613-5670 or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

### High School Students:

This is a college class. High School students who are taking this class for college credit or high school credit or both must understand that topics and discussions may involve mature themes. If a high school student cannot deal with frank and open discussion of such themes, this class is not for him/her. He/She should reconsider the decision to take this class. Likewise, if a student (high school or college) cannot behave appropriately for a college history class he/she may be asked to leave the class permanently.

### Topics:

The topics covered in this course will include, but are not be limited to Pre-history, Ancient Mesopotamian civilizations, Egyptian civilizations, ancient Minor Near Eastern civilizations, Greek civilization, Hellenistic civilizations, Roman civilization, Christianity, Middle Ages and European civilizations, early Islamic civilizations.

### Evaluation:

A reading assignment will be given for each day of class (see attached schedule). There will be a test given, at the first of each class, on the reading. This quiz will be taken without the use of notes, books, neighbors, etc. These tests will be worth 40 points each with a possibility of 2-4 extra credit points per quiz for those who are at class and on time. Those who come late or miss class can make up these tests if they can work it out with the facilitator and it is done in a monitored situation HOWEVER those making up a test will not be able to get the extra credit on that test. Study guide questions will be posted on the website for each reading assignment. The test questions will come from these study guide questions and from the previous week's lectures and discussions.

No other tests will be required. This makes the weekly tests very important as they will make up the great majority of the points available this semester.

A paper on famous person from this historical time period as measured against Kohlberg's Scale of Moral Development will be required. This paper will be explained during the first class session. This paper will be worth 100 points.

10 points will be given for attendance and participation in each of the class sessions. These points are for those who are at class on time and who remain for the entire class period. Partial credit may be given to those who come late or leave

early at the instructor's discretion. Extra credit may be offered from time to time for extra work during the course. However, extra credit will not be given on an individual basis. If it is offered to one it will be offered to all.

Grading: 13 tests @ 40 pts each = 520 pts.  
Kohlberg paper @ 100 pts = 100 pts.  
Attendance @ 10pts each = 140 pts.  
TOTAL = 860 pts.

Letter grades will be assigned on the following basis:

A	100%-95%
A-	95%-91%
B+	91%-88%
B	88%-84%
B-	84%-80%
C+	76%-80%
C	72%-76%
C-	68%-72%
D+	64%-68%
D	60%-64%
D-	56%-60%
E	56% or less

Cheating:

Cheating on any assignment, test, paper, etc. – whether it is copying, using crib notes, visiting with others during a test or quiz or plagiarism will result in the offender receiving a letter grade of E. This will also apply to anyone in the class who assists anyone in cheating in any way.

Course Schedule:

Aug. 20 Intro, Kohlberg, Civilization, discuss Chapter 1, pp. 1-12

Aug. 27 Test on reading on Chapter 1, pp. 13-20 and Aug. 20 discussion

Sep 3 Labor Day – No Class

Sep 10 Test on reading on Chapter 2, pp. 22-29 and Aug. 27 discussion

- Sep. 17 Test on reading on Chapter 2, pp. 29-36 and Sep. 10 discussion
- Sep. 24 Test on reading on Chapter 3, pp. 39-43 and Sep. 17 discussion
- Oct. 1 Test on reading on Chapter 3, pp. 43-49 and Sep 24 discussion
- Oct. 8 Test on reading on Chapter 3, pp. 49-55 and Oct. 1 discussion
- Oct. 15 Test on reading on Chapter 4, pp. 59-70 and Oct 8 discussion
- Oct. 22 Test on reading on Chapter 5, pp. 73-81 and Oct. 15 discussion
- Oct. 29 Test on reading on Chapter 5 pp. 81-90 and Oct. 22 discussion
- Nov. 5 Test on reading on Chapter 6, pp. 94-110 and Oct. 29 discussion
- Nov. 12 No Class – work on Kohlberg paper
- Nov. 19 Test on reading on Chapter 7, pp. 114-131 and Nov. 8 discussion
- Nov. 26 Test on reading on Chapter 8 pp. 134-151 and Nov. 22 discussion
- Dec. 3 Test on reading on Chapter 9 pp. 154-162 & Nov. 29 & Dec. 6 discussion
- Dec. 10 Kohlberg Paper due

**College of Eastern Utah**  
**HIST 1100: Western Civilization**  
**Fall 2007 Tuesday and Thursday**  
**Section One: 8:30-9:45 Section Two: 10:00-11:15**

**Instructor:** Jennifer Truschka

**Office Hours:** Monday and Wednesday 10:00-11:00; Tuesday and Thursday 11:30-1:00

**Office Phone:** (435) 613-5626

**Office:** Computer Business Building, Room 240

**E-Mail:** [jennifer.truschka@ceu.edu](mailto:jennifer.truschka@ceu.edu)

**Course/Catalogue Description: (3:3:0):**

This course examines the major civilizations of the ancient world as well as Europe during the Middle Ages to 1300. This course explores the historical, political, social, artistic and economic aspects of these cultures. It is taught using lectures, slides and movies. Humanities Credit

**Course Objectives:** Upon completion of this course you should be able to:

- Discuss the major civilizations through the Middle Ages
- Understand important changes in social and economic conditions
- Understand the development of religion and religious concepts
- Recognize major events and people that shaped Western Civilization
- Trace current political, economic and religious trends to the ancient world
- 

**Institutional Objectives:** A qualitatively literate college student should be able to demonstrate: (1) critical thinking, cognitive learning, or problem solving, (2) abstract logic or reasoning, (3) research through the use of information technology, and (4) oral or graphic communication. Upon taking this course students should be able to demonstrate an understanding of: (1) fundamental principals of Western Civilization, (2) historical, theoretical and ethical issues pertaining to Western Civilization, (3) terminology pertaining to Western Civilization, (4) research methods, (5) socioeconomic, global, and/or multicultural considerations, and (6) interdisciplinary concepts.

**Classroom Rules:**

- Please to not come to class late or leave early. I know it happens sometimes but if you need to often arrive late or leave early please talk to me.
- Please do not bring children, especially young children, into the classroom. It disturbs the students around you and it also disturbs me. If you have a problem arranging childcare come talk to me. If you need to watch your

- child because of a sudden schedule change come to class early and we will set you up in the hallway.
- Please do not read, sleep, talk to others around you or work on homework during lectures or movies. You choose to come to class. If you are too tired or too busy with other things get the notes from a classmate later.
  - Please turn cell phones off during class. No text messaging.
  - You may eat/drink during class just be considerate of others around you.
  - Please do not verbally (or physically) attack your fellow classmates but please make your views and opinions known. If you feel a discussion is getting out of hand or if you feel the classroom environment is getting hostile come speak to me after class. It is my job to facilitate discussion in a comfortable manner for all.

**Required Text:** Lynn Hunt, et al. The Making of the West. (Boston: St. Martin's, 2003). ISBN: 0312395388

### **Course Requirements**

Your grade will be based on your performance in three different areas. The majority of your grade will be based on exams. There will also be some in-class projects and a chance at a 10 point extra credit project at the end of the course.

**I. Exams - 400pts:** There will be four exams in this class. Each exam is worth 100 points. Your exams will be primarily id, essay and short answers. Material for the exam will come from your reading assignments and the lectures. My lectures correspond with your reading but I do not lecture directly out of the book. You are responsible for reading and understanding all of your assignments. A study guide is provided for your reading assignments. I will be happy to meet with you to go over your completed study guide or to address any concerns you may be having. During my lectures a power point outline is usually provided. This will help you stay focused and understand what I expect you to take from each lecture. As with the reading assignments, I will be happy to meet with you one on one should you require assistance.

\* **Note:** There are no make-up examinations administered in this course without *formal documentation* for an excused absence. If a student has to be away on an exam day for a school related activity or other life event please notify me beforehand. If you are ill you need to contact me before class by phone or in person.

\***Note:** Make-up exams will be given the last day of class (04/21). Make-up exams will be different from the original exams. The course material covered will be the same but the format may be changed. You must fill out a petition to take a make up exam. Petitions will be handed out the last week or two of the semester. If you miss the make up exam day you may not reschedule!!!

**II. Magazine Article Reviews 100pts:** The library has a subscription to Archeology Magazine. Choose three articles that are of the most interest to you that pertain to the material discussed in class. Read the articles and write a  $\frac{3}{4}$  - 1 page review on each article. Your review should answer the following questions: What is the purpose of the article (exp. New archeological find....)? Why is it important (exp. Dates Sumerian culture 500 years earlier than believed ....)? How does it relate to the class (exp. Article ties into our discussion of Sumerian art ....)? The article review is due on the day of the exam. Each review group is worth 25 points for a total of 100 points.

**\*Note:** If you are not in class for the exam you must turn your reviews in before. Ten points will be deducted for each class period your review is late.

**III. Map Exams 10-20pts:** There will be 2-3 map exams in this class. Maps will be handed out no less than a week prior to the exam. If you miss class it is your responsibility to find out if a map exam is scheduled. If you miss the map exam you may not make it up for any reason unless you have documentation then you may make it up on the last scheduled day of class.

**IV. Projects - 5-25pts:** Projects will usually be done in class. They may or may not be announced ahead of time. Projects cannot be made up for any reason.

**VI. Extra Credit -10pts:** You have one chance to earn extra credit. There is a 10pt in-class project that will be given the last day of class during finals week as scheduled by the college or the last scheduled day of class if an Ednet course.

**Grades:** A: 90-93=A-, 94+ = A

B: 80-83=B-, 84-86=B, 87-89=B+

C: 70-73=C-, 74-76=C, 77-79=C+

D: 60-63=D-, 64-76=D, 67-69=D+

**Other Information:**

**Disability Information:** If you are a student with a disability or special need, contact the CEU Disability Resource Center immediately to arrange for accommodations that will assist you with this course:

SAC Building Room #118, (435) 613-5670, [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

**Student Support Services:** There is an office on campus that assists students that fall on one or more of the following categories: first generation student, low income student, student with a disability. SSS provides free tutoring, free one on one

academic advising and transfer advising, free computer and calculator loans and many other services. You must apply for these benefits. SSS has open enrollment. Contact: Student Support Services Tracie Noyes (435) 613-5483 [tracie.noyes@ceu.edu](mailto:tracie.noyes@ceu.edu).

**Plagiarizing/Cheating:** Any student caught plagiarizing or cheating in any other way will be dropped from this course and may be expelled from the college. Be warned!

**Attendance:** You are not required to attend class. However, you may not make up any projects done in class, even if your absence was excused! That's what the extra credit is for.

## **Western Civilization I**

### **Tentative Class Schedule**

08/21: Overview of Course

08/23: Early Civilizations: Mesopotamia

08/28: Early Civilizations: Mesopotamia

08/30: Early Civilizations: Phoenicians (Movie)

09/04: Early Civilizations: Egypt

09/06: Early Civilization: Egypt

09/11: Early Civilizations: Jewish Civilization

09/13: Early Civilizations: Jewish Civilization

09/18: Review Session

**09/20: Exam One**

09/25: Greece: Understanding Greek History

09/27: Greece: Early Greeks

10/02: Greece: Classical Greece

10/04: Greece: Classical Greek Religion and Philosophy

10/09: Greece: Movie

10/11: Review Session

**10/16: Exam Two**

10/18: Rome: The Roman Republic and the Punic Wars

10/23: Rome: The Roman Empire

10/25: Rome: The Roman Empire

10/30: No Class

11/01: Rome: Nero and the Great Fire (Movie)

11/06: Early Christianity: Judaism and the Formation of the Church

11/08: Early Christianity: Constantine and the Council of Nicaea

11/13: Review Session

**11/15: Exam Three**

11/20: Middle Ages: Barbarian Invasions

11/22: Thanksgiving Break

11/27: Middle Ages: Byzantines and Saracens

11/29: Middle Ages: Byzantines and Saracens

12/04: Middle Ages: Norman Conquest and the Crusades

12/06: Review Session

**Finals Week: Exam Four**

## HIST 1110-EdNet

Western Civilization since 1300

Mon. 8:00-11:50 p.m. Spring 2008

Neal Peacock, Instructor

Office Phone: (435) 381-3521 Home Phone: (435) 381-5686

e-mail: neal.peacock@ceu.edu

Office Hours: 7-8 p.m. Monday

### Course Description:

This course examines the major civilizations of Europe from the 14<sup>th</sup> century to the present. This course explores the historical, political social, artistic, and economic aspects of Western Civilization during this time period.

**Accommodations for Students with Disabilities: Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The disability center is located in the SAC building, room #118. You can also contact them by phone at (435) 613-5670 or by E-mail at DisabilityCenter@ceu.edu.**

Textbook: **Spielvogel, Western Civilization: A Brief History, 4<sup>th</sup> Edition.**

A reading assignment will be given for each day (see attached schedule). There will be a quiz given at the first of each class that will be on the reading assignment and on the lecture from the previous class. The quiz will be taken without the use of notes, books, neighbors, etc. These quizzes will be worth 40 points each with a possibility of 3-5 extra credit points per quiz for those who are at class and on time. Those who come late or miss class can make up these quizzes if they can work it out with the facilitator and it is done in a monitored situation HOWEVER those making up a quiz will not be able to get the extra credit on that quiz. Study guide questions will be posted on the website for each reading assignment. The quizzes will come from these study guide questions and from the lecture from the previous class.

Because the schedule only allows for 13 classes there will NOT be any tests. The quizzes will be the tests. Thus, it becomes very important to attend class and take the quizzes.

A paper on famous person from this historical time period as measured against Kohlberg's Scale of Moral Development will be required. This paper will be explained during the first class session. This paper will be worth 100 points.

10 points will be given for attendance and participation in each of the class sessions. This will be worth up to 130 points. These points are for those who are at

class on time and who remain for the entire class period. Partial credit may be given to those who come late or leave early. Extra credit may be offered for extra work during the course. However extra credit will not be given on an individual basis. If it is offered to one it will be offered to all.

Grading:        12 quizzes @ 40 pts each = 480 pts.  
                     Kohlberg paper @ 100 pts = 100 pts.  
                     Attendance @ 10pts each = 130 pts.  
                     TOTAL = 710 pts.

Letter grades will be assigned on the following basis:

A	100%-95%
A-	95%-91%
B+	91%-88%
B	88%-84%
B-	84%-80%
C+	80%-76%
C	76%-72%
C-	72%-68%
D+	68%-64%
D	64%-60%
D-	60%-56%
E	56% or less

Cheating:

Cheating on any assignment, quiz, paper, etc. – whether it is copying, using crib notes, visiting with others during a quiz or plagiarism will result in the offender receiving a letter grade of an F. This will also apply to anyone in the class who assists anyone in cheating in any way.

Course Schedule:

- Mon. Jan. 7 Intro, Kohlberg, Discussion on Chapter 11
- Mon. Jan. 14 Quiz on lecture from Jan. 7 & reading from Ch. 12 & ½ Ch. 13
- Mon. Jan. 21 Martin Luther King Jr. Day – No Class
- Mon. Jan. 28 Quiz on lecture from Jan. 14 & reading from ½ Ch. 13 & Ch. 14

Mon. Feb. 4 Quiz on lecture from Jan 28 & reading from Ch. 15 & ½ Ch. 16  
Mon. Feb. 11 Quiz on lecture from Feb. 4 & reading from ½ Ch. 16 & Ch. 17  
Mon. Feb. 18 Presidents' Day - No Class  
Mon. Feb. 25 Quiz on lecture from Feb. 11 & reading from Ch. 18 & ½ Ch. 19  
  
Mon. Mar. 3 Quiz on lecture from Feb. 25 & reading from ½ Ch. 19 & Ch. 20  
Mon. Mar. 10 Quiz on lecture from Mar. 3 & reading from Ch. 21 & ½ Ch. 22  
Mon. Mar. 17 Quiz on lecture from Mar. 10 & reading from ½ Ch. 22 & Ch. 23  
  
Mon. Mar. 24 Spring Break – No Class  
Mon. Mar. 31 Quiz on lecture from Mar. 24 & reading from Ch. 24 & ½ Ch. 25  
  
Mon. Apr. 7 Quiz on lecture from Mar. 31 & reading from ½ Ch. 25 & Ch. 26  
Mon. Apr. 14 Quiz on lecture from Apr. 7 & reading from Ch. 27 & ½ Ch. 28 and  
Kohlberg papers due.  
Mon. Apr. 21 Quiz on lecture from Apr. 14 & reading from ½ Ch. 28 & Ch. 29 Last  
class.

Extended detail on subjects to be covered.

Mon. Jan. 7 – Chapter 11

Cover the syllabus and rules of the class. Explain grading.

Kohlberg's Theory of Moral Development

The Term Paper due April 14.

The Black Death and the social changes it precipitated.

The Hundred Years' War and social changes it precipitated.

The decline of Church power and conflicts with emerging states.

Changes in art and literature in the 14<sup>th</sup> century.

Mon. Jan. 14 Quiz on lecture from Jan. 7 & reading from Chapter 12 and 1<sup>st</sup> half of  
Chapter 13

The Renaissance in Italy –political, social and artistic rebirth.

The Northern Renaissance as a prelude to the Reformation.

Martin Luther and the early Protestant Reformation.

Mon. Jan. 21 Martin Luther King Day – No Class

Mon. Jan. 28 Quiz on lecture from Jan. 14 & reading from last half of Chapter 13 and Chapter 14.

Spread of the Protestant Reformation and its social impacts.

The Catholic Reformation.

Wars of Religion in the 16<sup>th</sup> century.

Spain and England in the 16<sup>th</sup> century.

European exploration and discovery and its impacts.

Mon. Feb. 4 Quiz on lecture from Jan 28 & reading from Chapter 15 and first half of Chapter 16.

Witchcraft and what it reveals about European society.

The Thirty Years war and its impact on central Europe.

Absolutism in France v. Limited Monarchy in England

European culture of the 16<sup>th</sup> and 17<sup>th</sup> centuries.

Scientific discovery and advancement. Copernicus to Newton.

Mon. Feb. 11 Quiz on lecture from Feb. 4 & reading from last half of Chapter 16 and Chapter 17

Advances in science – women, Bacon, Descartes, Pascal

The Enlightenment – Philosophes and enlightened despots.

Culture and Society in the Enlightenment.

Mon. Feb. 18 Presidents' Day - No Class

Mon. Feb. 25 Quiz on lecture from Feb. 11 & reading from Chapter 18 and first half of Chapter 19

Prussia, Russia, and Austria in 18<sup>th</sup> century.

The Great War of the mid-18<sup>th</sup> Century – its impacts on nations.

Social Order in 18<sup>th</sup> century Europe.

The American Revolution

The French Revolution, part 1

Mon. Mar. 3 Quiz on lecture from Feb. 25 & reading from last half of Chapter 19 and Chapter 20

The French Revolution, part 2

Age of Napoleon

The Industrial Revolution in Europe.

Mon Mar. 10 Quiz on lecture from Mar. 3 & reading from Chapter 21 and first half of Chapter 22

Romanticism, Conservatism, Liberalism, Nationalism

Early Socialism

Years of Revolution: 1830 and 1848

Napoleon III

Unification of Italy and Germany.

Mon Mar. 17 - Quiz on lecture from Mar. 10 & reading from last half of Chapter 22 and Chapter 23

Karl Marx and Marxism

Charles Darwin and natural selection

Realism in Art

A Second Industrial Revolution and an Industrial Society

Mon. Mar. 24 - Spring Break – No Class

Mon Mar. 31 Quiz on lecture from Mar. 17 & reading from Chapter 24 and first half of Chapter 25.

Social Darwinism and Racism in the late 19<sup>th</sup> century

New Imperialism

New alliances and the coming of World War I

World War I and the Communist Revolution

Mon. Apr. 7 Quiz on lecture from Mar. 31 & reading from last half of Chapter 25 and Chapter 26

Search for Security

The Great Depression

Communism and Fascism

Rise of the Nazi State

Stalin and the USSR

Mon. Apr. 14 Quiz on lecture from Apr. 7 & reading Chapter 27 and first half of Chapter 28 and Kohlberg papers due.

World War II

The Cold War with Stalin

Mon. Apr. 21 Quiz on lecture from Apr. 14 & reading from last half of Chapter 28 and Chapter 29. Last class – quiz after the lecture

The Cold War: Khrushchev, Brezhnev and Afghanistan.

The Fall of Communism

The Emergence of a New Society.

**College of Eastern Utah**  
**HIST 1110: Western Civilization: 1350-Present**  
**Spring 2006**  
**Tuesday and Thursday 10:00-11:40**

**Instructor:** Jennifer Truschka  
**Office Hours:** Monday and Wednesday 9-11  
**Office Phone:** (435) 613-5626  
**Office:** Computer Business Building, Room 240  
**E-Mail:** [jennifer.truschka@ceu.edu](mailto:jennifer.truschka@ceu.edu)

**Course/Catalogue Description: (3:3:0):** This course is a continuation of History 1100 and includes a study of Europe during the late Middle Ages, Renaissance, Reformation and Enlightenment. It also explores the rise of countries and modern history of the Western World. This course explores the historical, political, social, artistic, and economic aspects of these cultures. It is taught using lectures, slides and movies.

**Teaching Method/Class Format:**

Instructional methods will include class lecture, class discussion, movies, readings and assignments inside and outside of class.

- Please do not come to class late or leave early. I know it happens sometimes but if you need to often arrive late or leave early please talk to me.
- Please do not bring children, especially young children, into the classroom. It disturbs the students around you and it also disturbs me. If you have a problem arranging childcare come talk to me. If you need to watch your child because of a sudden schedule change come to class early and we will set you up in the hallway.
- Please do not read, sleep, talk to others around you or work on homework during lectures or movies. You choose to come to class. If you are too tired or too busy with other things get the notes from a classmate later.
- Please turn cell phones off during class.
- You may eat/drink during class just be considerate of others around you.
- Please do not verbally (or physically) attack your fellow classmates but please make your views and opinions known. If you feel a discussion is getting out of hand or if you feel the classroom environment is getting hostile come speak to me after class. It is my job to facilitate discussion in a comfortable manner for all.

**Required Text:** Lynn Hunt, et al. The Making of the West. (Boston: St. Martin's, 2003). ISBN: 0312395388

## Course Requirements

Your grade will be based on your performance in three different areas. The majority of your grade will be based on exams. There will also be some in class projects and a chance at a 10 point extra credit project at the end of the course.

**I. Exams – 400pts:** There will be four exams in this class. Each exam is worth 100 points. Your exams will be primarily id and essay. Material for the exam will come from your reading assignments and the lectures. My lectures correspond with your reading but I do not lecture directly out of the book. You are responsible for reading and understanding all of your assignments. A study guide is provided for your reading assignments. I will be happy to meet with you to go over your completed study guide or to address any concerns you may be having. During my lectures a power point outline is usually provided. This will help you stay focused and understand what I expect you to take from each lecture. As with the reading assignments, I will be happy to meet with you one on one should you require assistance.

\* **Note:** There are no make-up examinations administered in this course without *formal documentation* for an excused absence. If a student has to be away on an exam day for a school related activity or other life event please notify me beforehand. If you are ill you need to contact me before class by phone or in person.

\***Note:** Make-up exams will be given the last day of class or during finals week. Make-up exams will be different from the original exams. The course material covered will be the same but the format may be changed. You must fill out a petition to take a make up exam. Petitions will be handed out the last week or two of the semester. If you miss the make up exam day you may not reschedule!!!

**II. Book Review 100pts:** You are required to do one book review. Since this class covers a broad time range you are sure to find something of interest to you. I have included a list of books that can be found on reserve at the library. I have also put some of my personal favorites on the list. You may review a book that is not on the list but you must clear it with me first. Books chosen from the list do not need to be cleared by me first. I have also included in this syllabus book review guidelines and we will talk about the requirements more in class as questions arise.

**III. Map Exams 10-20pts:** There will be 2-4 map exams in this class. Maps will be handed out no less than a week prior to the exam. If you miss class it is your responsibility to find out if a map exam is scheduled. If you miss the map exam you may not make it up unless you have documentation then you may make it up on the last scheduled day of class.

**IV. Projects 5-25pts:** Projects will usually be done in class. They may or may not be announced ahead of time. Projects cannot be made up for any reason.

**VI. Extra Credit 10pts:** You have one chance to earn extra credit. There is one 10 point in class project that will be given the last day of class or during finals week.

**Other Information:**

**Disability Information:** If you are a student with a disability or special need, contact the CEU Disability Resource Center immediately to arrange for accommodations that will assist you with this course:

SAC Building Room #118, (435) 613-5670, [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

**Plagiarizing/Cheating:** Any student caught plagiarizing or cheating in any way will be dropped from this course and may be expelled for the college. Be warned!

**Attendance:** You are not required to attend class. However, you may not make up any projects done in class.

**Grade Scale:**

A: 90-93=A-, 94+ = A

B: 80-83=B-, 84-86=B, 87-89=B+

C: 70-73=C-, 74-76=C, 77-79=C+

D: 60-63=D-, 64-76=D, 67-69=D+

**Tentative Class Schedule**

Week One: Renaissance

01/08: No Class

01/10: What is the Renaissance?

01/12: Italian Geography and Politics

Week Two: The Italian Renaissance

01/15: No Class

01/17: Renaissance Politics and Philosophy: Machiavelli

01/19: The Medici: Godfathers of the Renaissance Part I

Week Three: The Italian Renaissance

01/22:

01/24: Renaissance Art and Science

01/26: The Medici: Godfathers of the Renaissance Part II

Week Four: Reformation and Counter Reformation

01/29:

01/31: Reformation and Counter Reformation

02/02: The Medici: Godfathers of the Renaissance Part III

Week Five: Exam One

02/05: The Medici: Godfathers of the Renaissance Part IV

02/07: Review of the Renaissance and Reformation

**02/09: Exam One**

**Reading: Chapters 11-12 for first exam**

Week Six: Renaissance in Europe

02/12: What is the Age of Reason?

02/14: Hapsburg Empire

02/16: Hapsburg Empire

Week Seven: Age of Reason

02/19: No Class

02/21: England during the Age of Reason

02/23: England during the Age of Reason

Week Eight: Age of Reason

02/26: England and France during the Age of Louis XIV

02/28: Review

**03/02: Exam Three**

Week Nine: Enlightenment

03/05: What is the Enlightenment?

03/07: What is the Enlightenment?

03/09: What is the Enlightenment?

**Reading: Chapters 13-14 for second exam**

Week Ten: Spring Break

03/12: Spring Break

03/14: Spring Break

03/16: Spring Break

Week Eleven: Enlightenment and the French Revolution

03/19: The Origins of the French Revolution

03/21: The Origins of the French Revolution

03/23: Reflection on the French Revolution

Week Twelve: Exam Three

03/26:

03/28: Review of the Enlightenment and the French Revolution

**03/30: Exam Three**

**Reading: Chapters 15-16 for third exam**

Week Thirteen: The Age of Napoleon

04/02: Napoleon's Conquests

04/04: Napoleon and Europe

04/06: No Class

Week Fourteen: Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

04/09: Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

04/11: The Spread of Industrialization and Urbanization

04/13: Travel Reports Due

Week Fifteen: Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

04/16: Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

04/18:

04/20:

Week Sixteen: Exam Four

0423: Review

**04/25: Exam Four**

**Reading: Chapters 17 for fourth exam**

**04/27: All Make Up Exams**

Final Exam Week

10 Point Extra Credit Assignment

- 05/02: Wednesday 10:00-12:00

# HIST 1500–EdNet

## World History To 1500

Mon. 7:00-9:40 p.m.      Fall 2009  
3 Credit Hours

Neal Peacock, Instructor  
Office Phone: (435) 381-2339      Home Phone: (435) 381-5686  
e-mail: neal.peacock@ceu.edu  
Office Hours: 6-7 pm Mondays (1 hour prior to class)

### Course Description:

This course examines the major civilizations of the world from pre-history to 1500 ce. This course explores the historical, political social, artistic, and economic aspects of these cultures.

### Textbook:

**Traditions and Encounters: A Brief Global History, Bentley, et. al McGraw Hill**

### Institutional Objectives:

This course is committed to the highest standards of instruction and learning. This course at the first of each class is to aid students in achieving a degree and transfer programs and recognizes that the skills learned here will continue after graduation. This course is designed to help instill the curiosity and skills necessary for a student to be a life-long learner

### Skills:

Students will learn to read for understanding, think in both abstract and concrete terms, analyze historical, cultural and political circumstances, write essays, and take tests.

### Accommodations for Students with disabilities:

Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The disability center is located in the SAC building, room #118. You can also contact them by phone at (435) 613-5670 or be e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

### High School Students:

This is a college class. High School students who are taking this class for college credit or high school credit or both must understand that topics and discussions may involve mature themes. If a high school student cannot deal with frank and open discussion of such themes, this class is not for him/her. He/She should reconsider the decision to take this class. Likewise, if a student (high school or college) cannot behave appropriately for a college history class he/she may be asked to leave the class permanently.

Topics:

The topics covered in this course will include, but are not be limited to Pre-history, Ancient Mesopotamian civilizations, Egyptian civilizations, ancient Minor Near Eastern civilizations, Greek civilization, Hellenistic civilizations, Roman civilization, Christianity, Middle Ages and European civilizations, early Islamic civiliazations.

Evaluation:

A reading assignment will be given for each day of class (see attached schedule). There will be a quiz given, at the first of each class, on the reading. This quiz will be taken without the use of notes, books, neighbors, etc. These tests will be worth 40 points each with a possibility of 2-4 extra credit points per quiz for those who are at class and on time. Those who come late or miss class can make up these tests if they can work it out with the facilitator and it is done in a monitored situation. HOWEVER those making up a test will not be able to get the extra credit on that test. Study guide questions will be posted on the website for each reading assignment. The test questions will come from these study guide questions and from the previous week's lectures and discussions.

No other tests will be required. This makes the weekly tests very important as they will make up the great majority of the points available this semester.

10 points will be given for attendance and participation in each of the class sessions. These points are for those who are at class on time and who remain for the entire class period. Partial credit may be given to those who come late or leave early at the instructor's discretion. Extra credit may be offered from time to time for extra work during the course. However, extra credit will not be given on an individual basis. If it is offered to one it will be offered to all.

Grading: 14 tests @ 40 pts each = 560 pts.

Attendance @ 10pts each = 150 pts.

TOTAL = 710 pts.

Letter grades will be assigned on the following basis:

A 100%-95%

A-	95%-91%
B+	91%-88%
B	88%-84%
B-	84%-80%
C+	76%-80%
C	72%-76%
C-	68%-72%
D+	64%-68%
D	60%-64%
D-	56%-60%
E	56% or less

### Cheating:

Cheating on any assignment, test, paper, etc. – whether it is copying, using crib notes, visiting with others during a test or quiz or plagiarism will result in the offender receiving a letter grade of E. This will also apply to anyone in the class who assists anyone in cheating in any way.

### Course Schedule:

- Aug. 17 Intro, discuss Chapter 1,
- Aug. 24 Test on reading on Chapter 2 and Aug. 17 discussion
- Aug. 31 Test on reading on Chapter 3, and Aug. 24 discussion
- Sep. 7 Labor Day – No Class
- Sep. 14 Test on reading on Chapter 4, and Aug. 31 discussion
- Sep. 21 Test on reading on Chapter 5, and Sep. 14 discussion
- Sep. 28 Test on reading on Chapter 6, and Sep. 21 discussion
- Oct. 5 Test on reading on Chapter 7, and Sep. 28 discussion
- Oct. 12 Test on reading on Chapter 8, and Oct. 5 discussion
- Oct. 19 Test on reading on Chapter 9, and Oct. 12 discussion
- Oct. 26 Test on reading on Chapter 10 and Oct. 19 discussion

Nov. 2 Test on reading on Chapter 11 and Oct. 26 discussion

Nov. 9 Test on reading on Chapter 12 and Nov. 9 discussion

Nov. 16 No Class

Nov. 23 Test on reading on Chapter 13 and Nov. 9 discussion

Nov. 30 Test on reading on Chapter 14 and Nov. 23 discussion. Last day of class.  
All make-up work must be in by the end of class.

**College of Eastern Utah**  
**HIST 1500: World History to 1500 (HU)**  
**Tuesday & Thursday 10:00-11:15**

**Instructor:** Jennifer Truschka

**Office Hours:** Monday & Wednesday 1-2:15; Tuesday & Thursday 9:00-10:00

**Office Phone:** (435) 613-5626

**Office:** Computer Business Building, Room 240

**E-Mail:** [jennifer.truschka@ceu.edu](mailto:jennifer.truschka@ceu.edu)

**Course/Catalogue Description: (3:3:0):**

This course examines the major civilizations of the ancient world as well as Europe during the Middle Ages to 1300. This course explores the historical, political, social, artistic and economic aspects of these cultures. It is taught using lectures, slides and movies. Humanities Credit

**Course Objectives:** Upon completion of this course you should be able to:

- Discuss the major civilizations and their interconnection through the Middle Ages.
- Understand important changes in social, economic and environmental conditions that impacted various world civilizations.
- Understand the development of religion and religious concepts that impacted various world civilizations.
- Recognize major events and people that that impacted various world civilizations.
- Trace current political, economic and religious trends cross the ancient world.

**Classroom Rules:**

- Please to not come to class late or leave early. I know it happens sometimes but if you need to often arrive late or leave early please talk to me.
- Please do not bring children, especially young children, into the classroom. It disturbs the students around you and it also disturbs me. If you have a problem arranging childcare come talk to me. If you need to watch your child because of a sudden schedule change come to class early and we will set you up in the hallway.
- Please do not read, sleep, talk to others around you or work on homework during lectures or movies. You choose to come to class. If you are too tired or too busy with other things get the notes from a classmate later.
- Please turn cell phones off during class. No text messaging.
- You may eat/drink during class just be considerate of others around you.

- Please do not verbally (or physically) attack your fellow classmates but please make your views and opinions known. If you feel a discussion is getting out of hand or if you feel the classroom environment is getting hostile come speak to me after class. It is my job to facilitate discussion in a comfortable manner for all.

**Required Text:** Traditions & Encounters: A Brief History ISBN: 978-0-07-353453-4

### **Course Requirements**

**I. Exams - 400pts:** There will be four exams in this class. Each exam is worth 100 points. Your exams will be primarily essay and short answers. Material for the exam will come from your reading assignments and the lectures. My lectures correspond with your reading but I do not lecture directly out of the book. During my lectures a power point outline is usually provided. This will help you stay focused and understand what I expect you to take from each lecture. I will be happy to meet with you one on one should you require assistance.

\* **Note:** There are no make-up examinations administered in this course without *formal documentation* for an excused absence. If a student has to be away on an exam day for a school related activity or other life event please notify me beforehand. If you are ill you need to contact me before class by phone or in person.

\***Note:** Make-up exams will be given the last day of class or possibly during finals week. Make-up exams will be different from the original exams. The course material covered will be the same but the format may be changed. You must fill out a petition to take a make up exam. Petitions will be handed out the last week or two of the semester. If you miss the make up exam day you may not reschedule!!!

**II. Map Exams 10-20pts:** There may be 2-3 map exams in this class. Maps will be handed out no less than a week prior to the exam. If you miss class it is your responsibility to find out if a map exam is scheduled. If you miss the map exam you may not make it up for any reason unless you have documentation then you may make it up on the last scheduled day of class.

**III. Projects - 5-25pts:** Projects will usually be done in class. They may or may not be announced ahead of time. Projects cannot be made up for any reason.

**IV. Extra Credit -10pts:** You have one chance to earn extra credit. There is a 10pt in-class project that will be given the last day of class during finals week as scheduled by the college or the last scheduled day of class if an Ednet course.

**Grades:** A: 90-93=A-, 94+ = A

B: 80-83=B-, 84-86=B, 87-89=B+

C: 70-73=C-, 74-76=C, 77-79=C+

D: 60-63=D-, 64-76=D, 67-69=D+

**Other Information:**

**Disability Information:** If you are a student with a disability or special need, contact the CEU Disability Resource Center immediately to arrange for accommodations that will assist you with this course: SAC Building Room #118, (435) 613-5670, [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

**Student Support Services:** There is an office on campus that assists students that fall on one or more of the following categories: first generation student, low income student, student with a disability. SSS provides free tutoring, free one on one academic advising and transfer advising, free computer and calculator loans and many other services. You must apply for these benefits. SSS has open enrollment. Contact: Student Support Services (435) 613-5480 [www.ceu.edu/ssc](http://www.ceu.edu/ssc).

**Plagiarizing/Cheating:** Any student caught plagiarizing or cheating in any other way will be dropped from this course and may be expelled from the college. Be warned!

**Attendance:** You are not required to attend class. However, you may not make up any projects done in class, even if your absence was excused! That's what the extra credit is for.

**Tentative Class Schedule**

**PART ONE: MESOPOTAMIA & EGYPT**

**Week One**

**08/18:** Introduction

**08/20:** Mesopotamia

**Week Two**

**08/25:** Mesopotamia & Egypt

**08/27:** Egypt

**Week Three**

**09/01:** *King Tut Movie & 10 Point Assignment*

**09/03:** Egypt

**Week Four**

**09/08:** *Study Guide & Review*

**09/10: Exam One**

**PART TWO: GREECE & THE PHONECIANS**

**Week Five**

**09/15:** *Quest for Phoencians Movie and 10 Point Assignment*

**09/17:** Greece

**Week Six**

**09/22:** Greece

**09/24:** Greece

**Week Seven**

**09/29:** Greece

**10/01:** Greece

**Week Eight**

**10/06:** Study Guide and Review

**10/08: Exam Two**

**PART THREE: ROMANS & JUDAISM**

**Week Nine**

**10/13:** Judaism

**10/15:** Judaism

**Week Ten**

**10/20:** Rome

**10/22:** Rome

**Week Eleven**

**10/27:** *The Great Fire of Rome Movie & 10 Point Assignment*

**10/28:** Rome

## **Week Twelve**

**11/03:** *Study Guide & Review*

**11/05: Exam Three**

## **PART FOUR: MIDDLE AGES**

### **Week Thirteen**

**11/10:** Middle Ages

**11/12:** Middle Ages

### **Week Fourteen**

**11/17:** Middle Ages

**11/19:** Middle Ages

### **Week Fifteen**

**11/24:** Middle Ages

**11/26: No Class**

### **Week Sixteen**

**12/01:** *Study Guide & Review*

**12/03: Exam Four**

### **Finals Week**

- **Make Up Exams**
- **Monday December 7<sup>th</sup> 10:30-12:30**

## **HIST 1510-EdNet**

### **World History since 1500**

Mon. 8:00-10:40 p.m.      Spring 2009

3 Credit Hours

Neal Peacock, Instructor

Office Phone: (435) 381-2339      Home Phone: (435) 381-5686

e-mail: [neal.peacock@ceu.edu](mailto:neal.peacock@ceu.edu)

Office Hours: 7-8 p.m. Wednesdays (1 hour prior to class)

#### Course Description:

This course examines the major civilizations of the world from 1500 AD to the present.. This course explores the historical, political social, artistic, and economic aspects of these cultures.

#### Textbook:

**Fernandez-Armesto, The World: A Brief History, 1<sup>st</sup> Edition.**

#### Institutional Objectives:

This course is committed to the highest standards of instruction and learning. This course at the first of each class is to aid students in achieving a degree and transfer programs and recognizes that the skills learned here will continue after graduation. This course is designed to help instill the curiosity and skills necessary for a student to be a life-long learner

#### Skills:

Students will learn to read for understanding, think in both abstract and concrete terms, analyze historical, cultural and political circumstances, write essays, and take tests.

#### Accommodations for Students with disabilities:

Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The disability center is located in the SAC building, room #118. You can also contact them by phone at (435) 613-5670 or be e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

#### High School Students:

This is a college class. High School students who are taking this class for college credit or high school credit or both must understand that topics and discussions may involve mature themes. If a high school student cannot deal with frank and open discussion of such themes, this class is not for him/her. He/She should reconsider the decision to take this class. Likewise, if a student (high school or college) cannot behave appropriately for a college history class he/she may be asked to leave the class permanently.

Evaluation:

A reading assignment will be given for each day of class (see attached schedule). There will be a quiz given, at the first of each class, on the reading. This quiz will be taken without the use of notes, books, neighbors or electronic devices of any kind, etc. These tests will be worth 40 points each with a possibility of 2-4 extra credit points per quiz for those who are at class and on time. Those who come late or miss class can make up these tests if they can work it out with the facilitator and it is done in a monitored situation. HOWEVER those making up a test will not be able to get the extra credit on that test. Study guide questions will be posted on the website for each reading assignment. The test questions will come from these study guide questions and from the previous week's lectures and discussions.

No other tests will be required. This makes the weekly tests very important as they will make up the great majority of the points available this semester.

10 points will be given for attendance and participation in each of the class sessions. These points are for those who are at class on time and who remain for the entire class period. Partial credit may be given to those who come late or leave early at the instructor's discretion. Extra credit may be offered from time to time for extra work during the course. However, extra credit will not be given on an individual basis. If it is offered to one it will be offered to all.

Any person coming to class but not taking the quiz will not received the participation points for that class and will not be eligible for the extra credit when they make up the quiz.

Students will each give a 12-15 minute presentation on an assigned civilization, religion, philosophy or ethnic group. This is a verbal presentation but a visual aid, map, or set of pictures is required. These civilization reports will be assigned by the second class and will be worth 100 points. Questions from these presentations will be used on the quiz the week following the presentation.

Grading:      Quizzes = 40 points each  
                         Attendance = 10 points each class  
                         Civilization report = 100 points

Letter grades will be assigned on the following basis:

A	100%-95%
A-	95%-91%
B+	91%-88%
B	88%-84%
B-	84%-80%
C+	76%-80%
C	72%-76%
C-	68%-72%
D+	64%-68%
D	60%-64%
D-	56%-60%
E	56% or less

Cheating:

Cheating on any assignment, test, paper, etc. – whether it is copying, using crib notes, visiting with others during a test or quiz, use of electronic devices or plagiarism will result in the offender receiving a letter grade of E. This will also apply to anyone in the class who assists anyone in cheating in any way.

Course Schedule:

Jan. 5	Introduction to course. Discussion of Chapter 14
Jan. 12	Quiz on reading on Chapter 15 & Jan. 5 discussion. Assign report topics.
Jan. 19	No Class – Martin Luther King, Jr. Day
Jan. 26	Quiz on reading on Chapter 16 & Jan. 12 discussion.
Feb. 2	Quiz on reading on Chapters <u>17 &amp; 18</u> & Jan. 26 discussion & reports.
Feb. 9	Quiz on reading on Chapter 19 & Feb. 2 discussion & reports.
Feb. 16	No Class – Presidents' Day
Feb. 23	Quiz on reading on Chapter 20 & Feb. 9 discussion & reports.
Mar. 2	Quiz on reading on Chapter 21 & Feb. 23 discussion & reports.

Mar. 9 Quiz on reading on Chapter 22 & Mar. 2 discussion & reports.

Mar. 16 No Class – Spring Break

Mar. 23 Quiz on reading on Chapter 23 & 24 & Mar. 9 discussion & reports.

Mar. 30 Quiz on reading on Chapter 25 & Mar. 23 discussion & reports

Apr. 6 Quiz on reading on Chapter 26 & Mar. 30 discussion & reports

Apr. 13 Quiz on reading on Chapter 27 & Apr. 6 discussion & reports.

Apr. 20 Quiz on reading on Chapter 28 & Apr. 13 discussion & reports.

Last day of class.

College of Eastern Utah

**HIST 1510**  
**World History since 1500**

**Syllabus**  
**Spring 2009**

**INSTRUCTOR: Dr. Susan Rhoades Neel**

**OFFICE: CBB 243**

**PHONE: 435.613.5279**

**E-MAIL: susan.neel@ceu.edu**

**OFFICE HOURS:**

Mondays, 11:00am-1:00pm

Tuesdays, 10:00am-1:00pm

And by appointment

**COURSE WEB SITE:** <http://www.srnteach.us>

**REQUIRED TEXTBOOK:** *The World: A Brief History* by Felipe Fernandez-Armesto (Pearson, 2007)

*This course offers a broad overview of world cultures since 1500 C.E. The emphasis is on global processes of interaction and exchange and on the influence of diverse ideologies, changing technologies, and environmental factors on the social, economic, and political development of world civilizations.*

*World History since 1500* is a 3 credit-hour general education, introductory-level survey course. Classes meet three times weekly for 50-minute lectures, discussions, films, and student activities. In addition to attending class lectures, students should plan to spend approximately 6 hours per week outside the classroom reading required course materials, preparing assignments, and studying for exams. This course requires the use of a computer with an internet connection to conduct research, deliver course assignments, and to take exams. Microsoft Word is required unless otherwise specified by the instructor.

There are no prerequisites for this course.

## **I. COURSE OBJECTIVES**

### **A. Learning Objectives--Knowledge**

1. Know the basic chronology of World history since 1500.

2. Know the basic geography of World history since 1500.
3. Compare and contrast the following processes as they have occurred in different regions of the world:
  - a. population growth
  - b. introduction of new sources and/or forms of food, energy, and technology
  - c. industrialization and urbanization
  - d. rise and fall of empires
  - e. interaction of secular and religious ideas
4. Understand the impact of natural processes, such as climate and disease, on economic, political, and social change.

### **B. Learning Objectives--Skills**

1. Describe/define key events, people, and institutions and place them in historical context by discussing their significance to larger historical trends and processes.
2. Exercise historical imagination in order to understand ideas and practices of past peoples in their own context and to systematically compare and contrast the past to the present.
3. Conduct research and convey the knowledge gained through various mediums including written essays, public oral presentations, and multimedia projects.
4. Utilize digital technologies to conduct, organize, and communicate work appropriate to a college-level or professional environment.

## **II. COURSE REQUIREMENTS**

In order to accomplish the course objectives, students will be required to acquire information from a variety of course materials including lectures, readings, audio presentations, films, and web sites. Students will be required to demonstrate what they are learning through written, oral, and multimedia assignments, and exams.

### **A. Computing and E-mail Requirements**

1. Students must have access to a computer with an internet connection. Students must know how to send and receive e-mail and how to upload and download attachments from e-mail messages.

2. All e-mail communications in this course will be conducted through the CEU e-mail system. Students must use their CEU e-mail accounts.

3. All assignments must be completed in Microsoft Word unless otherwise specified by the instructor. Microsoft Word is installed on the computers in the CEU Computer Lab.

### **B. Attendance**

1. Students are required to attend all scheduled class sessions. Students who miss more than 3 class sessions will have their final course grade reduced by one-third of a letter grade, i.e., from an “A-” to a “B+” or a “C+” to a “C.”

### **C. Required Course Materials**

1. The required textbook for this course is *The World: A Brief History* by Felipe Fernandez-Armesto. Copies can be purchased at the college bookstore.

An excellent series of audio study guides for *The World* are available through VangoNotes. These are not required for the course, but students may find them helpful. VangoNotes are available for purchase and download at Audible.com; the cost is \$2.99 per chapter or \$19.95 for all chapters in *The World*.

### **D. Required Assignments**

**1. Unit Projects.** Students are required to complete 4 Unit Projects. Each Unit Project introduces students to different aspects of the course learning objectives and requires students to use different learning skills, such as exercising historical imagination, writing an historical essay, or using digital technology to interpret historical events. Project will be done in class, although some projects may require completion outside of class using Blackboard.

*Unit Projects are worth 100 pts each for a total of 400 pts or 40% of the final grade.*

### **E. Assessments**

**1. Students will take an Introductory Quiz using Blackboard VISTA**  
The Quiz tests students’ knowledge of the course requirements and policies and provides an opportunity for students to demonstrate mastery of the Blackboard VISTA.

*The Quiz is worth 100 pts. or 10% of the final grade.*

**2. Students will take four Unit Exams each worth 125 pts.** The Unit Exams will cover lectures and required course materials, including the textbook.

Exams will be taken through Blackboard VISTA. The Unit Exams are open book but they must be completed during a specified time frame.

*Unit Exams are worth a total of 500 pts or 50% of the final grade.*

***There is no final or comprehensive exam.***

### **III. GRADING**

Grades will be based on the instructor's evaluation of student participation and performance on the required projects and exams.

There will be a total of 1000 points possible, distributed as follows:

400 pts = Unit Projects

100 pts = Introductory Quiz

500 pts = Unit Exams

The grading scale is as follows:

A	930 - 1000 points
A-	900 - 929 points
B+	870 - 899 points
B	830 - 869 points
B-	800 - 829 points
C+	770 - 799 points
C	730 - 769 points
C-	700 - 729 points
D+	670 - 699 points
D	600 - 669 points
F	0 - 599 points

### **IV. COURSE POLICIES**

**A. Attendance.** Students who miss more than 3 class sessions will have their final course grade reduced by one-third of a letter grade.

Class sessions begin at the time designated in the CEU class schedule and students are required to arrive on time in order to be counted as in attendance. Tardiness is disruptive to other students and the instructor. Students who are late may be asked to leave or may find the classroom door locked.

No absences will be excused except in the case of documented illness or family emergency or for CEU-sponsored activities.

Documented illness or emergency means a written statement from a physician stating that a student is not able to attend class. Excused emergencies require written documentation. Funerals, weddings, and family holidays do not constitute an emergency.

Students involved in CEU-sponsored activities such as college athletics, student government, CEU Ambassadors or the SUN Center must inform the instructor at least 24 hours in advance of their absences and provide a written excuse from the faculty or administration sponsor of the event. The written excuse (digital is acceptable) must be addressed to the HIST 1510 instructor and must include the student's name, state the specific date class will be missed, and include a Current Grade Status Report.

The HIST 1510 instructor will verify excused absences and acknowledge accepted excuses via e-mail to students. No excuses are accepted unless acknowledged by the instructor.

**B. Computing.** Lack of required computer hardware or software or computing skills are not acceptable excuses for failing to take exams or submit assignments.

Staff at the Reeves Computer Lab (RV 214) are available to assist students with computing skills.

Students are responsible for having access to functioning computer equipment and an active internet connection. Students are welcome to use their personal computers or the CEU internet-connected computers in the Reeves Computer Lab.

**C. Communication.** Students are encouraged to visit the instructor during her regularly scheduled office hours. Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

Students are also welcome to contact the instructor via the CEU e-mail system. The instructor cannot discuss course work or grades except through the CEU e-mail system. Students should check their CEU e-mail regularly for course announcements and communications from the instructor. Students will held accountable for course information distributed through the CEU e-mail system.

The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor.

**D. Late Materials.** All assignments and exams must be turned in by 11:59 pm on the scheduled due date. No late materials will be accepted, except in cases of personal or family emergency for which students can provide written documentation.

**E. Missing/Rescheduling Exams.** Exams must be taken at the scheduled time. In cases of personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor's convenience.

**F. Withdrawals/Incompletes.** During weeks 3-9 of the semester, students may withdraw from this course with the approval of the instructor. After the 9<sup>th</sup> week, only the Vice President for Academic Affairs may authorize withdrawals. Students wishing to withdraw after the 9<sup>th</sup> week must present documentation of extenuating circumstances.

Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete (I) grade. Incomplete grades are granted at the discretion of the instructor.

**G. Academic honesty policy.** All assignments, projects, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, project or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, project, or exam.

**The instructor will report all violations of the HIST 1510 academic honesty policy to the Dean of Students in accordance with the policies and procedures outlined under the Student Conduct Code.**

**H. Courtesy in class and online.** It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are talking, and maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the classroom and may be subject to disciplinary action under the CEU Student Conduct Code.

Students should turn off or mute their cell phones before class begins. Text messaging during class is not permitted.

**I. Accommodation.** Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC Building, Room 118. You may also contact the office by phone at (435-613-5670 or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

## V. SCHEDULE

### Welcome and Introductions

#### **ASSIGNED READING/VIEWING/LISTENING:**

- \* January 7: *The World*, “Introduction” and course syllabus

#### **INTRODUCTORY QUIZ:**

- \* JAN 15, 16, 17, or 18 on Blackboard VISTA

### UNIT ONE: Convergence and Divergence: The 16th-17th Centuries

#### **ASSIGNED READING/VIEWING/LISTENING:**

- \* January 12: *The World*, chp. 16
- \* January 16: *The World*, chp. 17
- \* January 23: *The World*, chp. 18
- \* January 28: *The World*, chp. 19

#### **UNIT 1 PROJECT:**

- \* Monday, February 2 (in class)

#### **UNIT 1 EXAM:**

- \* January 30, 31, February 1 or 2 on Blackboard VISTA

### UNIT TWO: Global Enlightenments: The 18th Century

#### **ASSIGNED READING/VIEWING/LISTENING:**

- \* February 6: *The World*, chp. 20
- \* February 11: *The World*, chp. 21
- \* February 18: *The World*, chp. 22

#### **UNIT 2 PROJECT:**

- \* Friday, February 27 (in class)

#### **UNIT 2 EXAM:**

- \* February 27, 28, March 1 or 2 on Blackboard VISTA

### UNIT THREE: Frustrations of Progress: The 19th Century

#### **ASSIGNED READING/VIEWING/LISTENING:**

- \* March 4: *The World*, chp. 23
- \* March 6: *The World*, chp. 24
- \* March 11: *The World*, chp. 25
- \* March 25: *The World*, chp. 26

**UNIT 3 PROJECT:**

- \* Monday, March 30 (in class); completed on Blackboard VISTA by March 31

**UNIT 3 EXAM:**

- \* March 27, 28, 29, 30 on Blackboard VISTA

**UNIT FOUR: Chaos and Complexity: The 20th Century**

**ASSIGNED READING/VIEWING/LISTENING:**

- \* April 3: *The World*, chp. 27
- \* April 6: *The World*, chp. 28
- \* April 13: *The World*, chp. 29
- \* April 20: *The World*, chp. 30

**UNIT 4 PROJECT:**

- \* Friday, April 17 (in class); completed on Blackboard VISTA by April 20

**UNIT 4 EXAM:**

- \* April 24, 25, 26, or 27 on Blackboard VISTA

**College of Eastern Utah  
Summer 2009, 1st Block  
History 1700  
American Civilization (3 credits)  
M-T-W-Th 2:00 p.m.-3:45 p.m.  
127 Reeves Building**

Instructor: Jay W. Stephens

Email: [jay.stephens@ceu.edu](mailto:jay.stephens@ceu.edu) **This is a great way to get in touch with me**

Office Hours: Please drop in, call or email to set up a time.

Office: 178 Reeves

Phone: Office: 613-5240 Home: 637-3867 (Don't call after 10 p.m.)

**Course Description**

This course is a general survey of American civilization from the 18th through 20th centuries with emphasis on the development of key ideas and institutions and on the impact of these developments on the diverse peoples of America. The course includes lectures, readings and films. Students are required to demonstrate learning through exams, written assignments, and classroom participation.

This course will consist of lecture, writing and discussion. I expect you to come to class ready to participate actively in discussing the assigned readings. I also expect that you will make an effort to consider American history as more than the study of facts and dates, but also the study of how we have become the America we know today. I hope that you will find this course to be enlightening and valuable.

**Institutional Objectives**

- 1) Increase understanding and knowledge in critical analytical and communication skills.
- 2) Increase ability to research historical and other topics using new and older technology.
- 3) Increase ability to communicate orally and in written form.

**Course Objectives**

- 1) Through course readings and lectures, students will be exposed to the basic chronology of American history, and via examinations demonstrate an understanding of the major events and personalities in the development of the United States
- 2) Participation in class discussion about topics presented, including video presentations, will further educate students about the impact the development of the United States has had on the development of the world in which we live
- 3) Student will gain appreciation for the rich cultural heritage of the American people and the ways in which race, class, gender, creed, national origin intersect to define us as individuals and as members of groups.

### Assigned Book

*Eyewitness to America : 500 Years of American History in the Words of Those Who Saw It Happen*, Edited by David Colbert. 1997, Random House Publishing  
ISBN# 0-679-44224-3

### Course Requirements

#### Reading Assignments

As I said before, I expect you to participate in class discussions. The discussions in class will cover what we go over in class and our reading assignments. Please read the assigned material before you arrive in class. I think you will find that the assigned text will be an interesting and informative book to read. In order to do well in this course you will need to have read the text. In class I will supplement the reading, giving you a context in which to place the readings. I may provide some additional readings to you through the semester. I will warn you well in advance of these readings and they will be distributed ahead of the assigned dates.

#### Reading Journals

You will be expected to keep a reading journal of the assigned readings for this class. You will be required to write a paragraph for each reading assignment, discussing your reaction to the reading. That will one paragraph for everything you have read in that assignment. These journals will be turned in at the time of each exam. You can keep this on regular paper or you may email it to me. I do not expect nor want a simple recap of what you read. I want to know **your** reaction. How do you think this fits in with the overall picture of America. I don't need to simply hear, "The Reading was cool" or "The Reading was lame." I want to know what you feel and how important you think the events being described were/are. Whether or not you agree with me is unimportant. I want to see that you can place these readings in the broader context of history.

#### Exams

There will two (2) exams in the course a mid-term and a final. The format will be Essay and Short ID. In preparation for each exam I will give you 5 possible essay questions. I will place 3 on the exam from which you may choose 1 to answer. For the Short ID questions I will give you 20 to study, I will put 15 on the exam from which you may choose 10 to answer. Each exam will be worth 100 points (50 essay, and 10 short-answer 5 pts each), and will occur during regularly scheduled class times. **There will be no make up exams except with a valid excuse. You must see the instructor to discuss this.**

#### Writing Assignments

You will be required to write a 2 page research article for this course. This article will be on the topic of your choosing but must be approved by the instructor. I expect everyone to have chosen a topic by the second week of class. This is not to say you can't change your mind, but given the short length of this term you will need to get to work quickly. Sometimes you start down one road and it leads you to

another. If this happens to you please see me to discuss it. **If you want your paper reviewed before the due date you may submit it to me for review.** Your final papers will be due at the end of the semester on the last day of class. **We will have a class period on Wednesday, May 13, to discuss the writing assignment.**

#### Grade Breakdown

2 Exams/100 points each	200
Reading Journal	50
Writing Assignment	<u>100</u> points
	<b>350 total possible</b>

#### Grading Scale

<b>A 94% and Above</b>	<b>C+ 76.6—79.9%</b>	<b>E 59.9% and Below</b>
<b>A- 90--93.9%</b>	<b>C 73.4—76.5%</b>	
	<b>C- 70—73.3%</b>	
<b>B+ 86.6—89.96</b>	<b>D+ 66.6—69.9%</b>	
<b>B 83.4—86.5%</b>	<b>D 63.4—66.5%</b>	
<b>B- 80—83.3%</b>	<b>D- 60—63.3%</b>	

Should you wish to know your grade at any time simply add up the total number of points you have received and divide by the total number of points possible at said time. In case of borderline semester grades, determining factors will be: attendance and class participation. I may give some opportunities to earn extra credit through the semester

#### **Course Notes and Handouts**

Lecture notes and other course handouts will be made available on <http://ocw.ceu.edu>

#### **Attendance**

There is no strict attendance policy for this course. Not all of the material needed for the exams will come from the readings. You will be provided with more extensive information in the lectures. I will not deduct points for not attending class, but if you attend regularly it could help you on a borderline grade at the end of the semester. I can tell you that those who attend class regularly perform much better than those who do not.

#### **Statement on Academic Dishonesty**

**DO NOT, UNDER ANY CIRCUMSTANCE, CHEAT!** The first offense will result in a failing grade on the assignment and a call to either an academic advisor or a

parent. The second offense will result in a failing grade for the assignment, a failing grade for the course, and you will be reported to the Dean of Students.

What constitutes cheating? Using someone else's idea as your own without citation. Using another's words without citation. Paraphrasing of someone else's work without citation. **This is particularly important with your paper. Do not use someone else's words as your own! Do not copy and paste your paper off the internet! You will fail the assignment.** For more information on academic dishonesty, please review the college student conduct policies.

### **Notice to all Students**

The responsibility for withdrawal for non-attendance is yours. It is *NOT* the instructor's responsibility to administratively withdraw you for non-attendance or because you are failing.

### **Accommodations for Students with Special Needs**

If you are a student with a disability or special need, contact the CEU Disability Resource Center immediately to arrange for accommodations that will assist you with this course. SAC Building Room 118, (435) 613-5670, [disabilitycenter@ceu.edu](mailto:disabilitycenter@ceu.edu)

## **Tentative Class Schedule**

### **Week**

### **Assignments and Readings**

#### **Week 1-Discovery and Colonization**

Monday, May 11

Introduction to the Course and Lecture

Tuesday, May 12

Read in *Eyewitness* pp. 34-66

Wednesday, May 13

Read in *Eyewitness* pp. 66-93

**The 1<sup>st</sup> part of class will be spent discussing the writing of the research article.**

Thursday, May 14

Read in *Eyewitness* pp. 94-119

#### **Week 2-Revolution and a New Nation**

Monday, May 18

Read in *Eyewitness* pp.119-127;

Tuesday, May 19

133-138

Read in *Eyewitness* pp. 149-174

Wednesday, May 20

Read in *Eyewitness* pp. 177-198

Thursday, May 21

Read in *Eyewitness* pp. 219-240

### **Week 3-Change and Civil War**

Monday, May 25

**Memorial Day Holiday No Class**

Tuesday, May 26

Read in *Eyewitness* pp. 243-275

Wednesday, May 27

Read in *Eyewitness* pp. 279-306

Thursday May 28

**Review For 1st Exam**

### **Week 4-Civil War and Reconstruction**

Monday, June 1

**1<sup>st</sup> Mid-Term Exam. Reading Journals due.**

Tuesday, June 2

Read in *Eyewitness* pp. 360-383

Wednesday, June 3

Read in *Eyewitness* pp. 385-410

Thursday, June 4

Read in *Eyewitness* pp. 413-430;  
436-441; 451-455

### **Week 5- 20<sup>th</sup> Century, Depression and War**

Monday, June 8

Read in *Eyewitness* pp. 458-482

Tuesday, June 9

Read in *Eyewitness* pp. 487-503

Wednesday, June 10

Read in *Eyewitness* pp. 504-539

Thursday, June 11

Read in *Eyewitness* pp. 539-558

### **Week 6- Civil Rights and Modern America**

Monday, June 15

**Review for Final Exam**

Tuesday, June 16

Read in *Eyewitness* pp. 586-617

Wednesday, June 17

Read in *Eyewitness* pp. 539-558

Thursday, June 18

**Final Exam Given in Class Today.**

**Reading**

**Writing Assignment and**

**Journals due.**

AMERICAN CIVILIZATION

CEU SYLLABUS

**Instructor:** Don C. Larson, Ph.D.

SJT 105

435-678-2201, ext. 8121

[donlarson@sjc.ceu.edu](mailto:donlarson@sjc.ceu.edu)

**Office Hours:** as posted and by appointment

**Texts:**

Foner, Eric. 2009. Give Me Liberty! An American History (2<sup>nd</sup> Edition) New York: W. W. Norton & Company.

**INTRODUCTION:**

Welcome to a course in U.S. history. As a general education course, its purpose is to make you aware of the rich heritage of our country; help you explore the interrelationships between the complex social forces that lead to the evolution of our nation; and understand the freedoms and obligations of citizenship.

A variety of topics will be discussed in this course, including the age of exploration; battles fought by European powers; the political birth of a new nation; and the growing pains of developing into a modern world power. The ultimate goal of the course is to have you become aware of the past so that you will be better prepared for the future, and the rights and responsibilities that accompany your citizenship in the United States.

While the names and dates of history are important, even more important is what we learn about the impacts of history. By learning about the events and decisions in the past, we are able to make our own decisions with more intelligence and with more concern for the future.

## **COURSE OBJECTIVES AND ASSESSMENT:**

1. **Objective:** Each student will increase his or her knowledge of events and historic movements that gave rise to the American Nation.

**Assessment:** There will be six quizzes given during the course to assess learning of specific detailed information concerning different historical eras. There will also be three essay exams based on instructional objectives to assess understanding of broader historical movements and "why" they occurred.

2. **Objective:** Critical and analytical thinking and communication skills will be evaluated in several formal exercises during the semester.

**Assessment:** There will be three essay exams and four "thought papers." The latter will be graded for content, grammar, and critical thinking through comparison and contrast.

3. **Objective:** Each day in class students will apply historical and contemporary principles of political science history, and multicultural issues to specific examples in American history.

**Assessment:** All students will respond orally and individually so that the instructor will understand if students comprehend the material being presented.

4. **Objective:** Each student will read both primary and secondary texts of history and complete at least 300 pages of reading.

**Assessment:** Scheduled quizzes will check for reading of material.

## **GRADING:**

Grades are based on points accumulated from the course requirements. Final grades are based on the points you earn from the points possible. If you earn 90% of the total points possible, you will be given an "A" grade; if

you earn 80% of the total points possible, you will be given a "B" grade; and so forth.

<b>Course Requirements</b>	<b>Points</b>
Quizzes (10 @ 10 points)	100
Papers (4 @ 25 points)	100
Maps (6 @ 25 points)	150
Exams (3 @ 100 points)	<u>300</u>
Total points possible	650

### **COURSE PROCEDURES:**

**Attendance and Reading Assignments:** Attendance in this course is crucial. Both reading assignments and participating in class activities provide you with a lot of information. Each is not complete without the other. If you do not attend class, you'll miss a significant amount of what you are accountable for. Likewise, if you don't complete the reading assignments, you will also miss a significant amount of what you are accountable for. Sometimes absences are unavoidable. If you find that you will need to miss class, contact the instructor as soon as possible so that arrangements can be made to help you. Otherwise, you will have to get notes from your classmates.

**Participation:** Another important aspect of attendance is participation. Discussion and class participation will make the material more meaningful for everyone. By explaining your views, you develop an understanding of yourself as well as the subject being discussed. Feel comfortable and contribute whenever you have something to add to the class. Remember that you have had thoughts and experiences that no one else has had--so share them.

**Quizzes:** There will be ten quizzes during the course. Quizzes are given to encourage you to stay current in your studies. Each unit has a number of key terms listed on unit study sheet. Quizzes are based on terms from three or four units. . No makeup quizzes will be given unless you have an emergency or unless prior approval is given. It is always best to contact the instructor first rather than after the fact.

**Exams:** Three major exams will be given during the course. Exam questions will be a combination of true/false, multiple choice, and short essay. Do not depend solely on class notes to answer test questions. Your readings are designed to help you answer the questions. There is no way that everything you need to know can be said in class. I recommend that each day, as we cover a unit that you complete the assigned readings. Use the unit instructional objectives, supporting concepts, and key terms to help you make sure your reading and class notes are complete. Know your history. Each exam covers approximately one third of the course material.

**Papers:** Four papers are required. Each paper is worth 25 points. See the course schedule for when papers are due (due dates may not be mentioned in class). Papers should be from two to three pages in length and are designed to help you explore important topics in more detail. You may choose your topic for each paper from the list of topics below.

In order to have a good paper, pay attention to the following suggestions. Your paper should be more than a definition paper. You should look at the implications of your topic for the American nation and the American way of life. Please take time to **proofread** your work carefully. I recommend that you have someone else proofread it. I grade your paper with as much attention on grammar, spelling, and mechanics as on the content. Make sure you use proper citation and referencing. Also, make sure your papers are turned in on time. I will not accept late papers.

### **Paper Topics:**

#### **Paper 1 (Units 1-8)**

Laurentian Ice Sheet and Beringia

Clovis and Folsom peoples

Compare and contrast Southwest and Plains peoples

Carrying capacity

Agricultural products originating in the Americas

Viking expansion to the west

European division of the western hemisphere

Courier du bois

Foundations of American democracy: Iroquois confederation, Mayflower Compact, and House of Burgess

Salem Witch Trials

Great Awakening

Lexington and Concord

Triangle Trade

Continental Congress

British mercenaries

**Paper 2 (Units 9-16)**

New Jersey plan versus Virginia plan

Structure of federal legislature

The Federalist Papers

Checks and balances

Bill of Rights

Whiskey Rebellion

Louisiana Purchase

War of 1812

Barbary Pirates

Monroe Doctrine

"Era of Good Feelings"

Reform movements

Manifest Destiny

Santa Fe Trail

Oregon Trail

**Paper 3 (Units 17-24)**

Mexican War

California Gold Rush

Commodore Matthew Perry and the opening of Japan

Whaling

Kansas Nebraska Act

Dred Scott Decision

John Brown and the Abolition movement

Ironclads

Emancipation Proclamation

Gettysburg

Reconstruction

Jim Crow Laws

Indian wars and treaties

Credit Mobilier Affair

Homestead Act

John D. Rockefeller

American labor movement

**Paper 4 (Units 25-32)**

Grange movement

William J. Bryan/Populism

Spanish American War

Panama Canal

Pure and Food and Drug Act

Third parties in U.S. politics

League of Nations

Treaty of Versailles

Bolshevik Revolution

The "lost" generation

Scopes "Monkey" Trial

Stock market crash/1929

"alphabet government

Allies versus Axis

Cold War

Cuban Missile Crisis

Viet Nam

Civil Rights Act (1964)

**Maps:** You will be required to turn in six maps (worth 25 points each). Blank maps are included in the course syllabus. Maps help to visualize the locations of historical events. And this in turn helps you make sense out of those events. You will be instructed what to include in your maps during class discussions.

**PLAGIARISM:** Plagiarism is defined as "stealing and using the ideas and writings of another as one's own" without giving proper credit. When writing your paper put direct quotes (defined as three or more consecutive words from a source) in quotation marks and a citation at the end of that sentence. Also, if you use someone else's ideas, cite it. Avoid copying long passages from a text. Instead, put it in your own words. At the end of your paper, reference all citations. If you need help with citation or with referencing,

see the staff at the CALL Lab (ext. 8205) or the Reading and Writing Lab (ext. 8146).

**ADA ACCOMMODATION:** Any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Resource Services at the beginning of the semester.

**COURSE SCHEDULE:**

<b>Unit</b>	<b>Topic</b>	<b>Readings</b>
	Introduction to American Civilization	
01	Native American Cultures	pp. 1-15
02	Europe and the Age of Exploration	pp. 16-35
03	French and English Colonization	p. 35, Chapter 2
	<b>Quiz 1</b>	
04	American Society in the Making	Chapters 3, 4
05	French and Indian War	Chapter 3, p. 154
06	Road to Rebellion	Chapter 5
	<b>Quiz 2</b>	
07	American Revolution	Chapters 5, 6
08 245	Articles of Confederation	Chapter 7 to p.
	<b>Paper 1 (Units 1-8)</b>	
09 245	The Constitution and Bill of Rights	Chapter 7 to p.

### Quiz 3

- 10 Washington and Adams:  
The New Government Chapter 8 & p. 283
- 11 Jefferson and The Republic pp. 283-295
- 12 War of 1812 and Foreign Affairs Chapter 8 to p.  
295

### Exam 1 (Units 1-12)

- 13 Era of Good Feeling and Expansion Chapter 9 to p.  
323
- 14 Jackson and Jacksonian Democracy Chapter 10
- 15 Reform and Utopias pp. 323-337  
Chapter 12

### Quiz 4

- 16 Manifest Destiny: The Start Chapter 13 to p.  
446

### Paper 2 (Units 9-16)

- 17 Manifest Destiny: The Conclusion same
- 18 Southern and Northern Economies Chapter 11

### Quiz 5

- 19 Moving toward Civil War pp.464 - 479
- 20 Preserving the Union Chapter 14
- 21 Reconstruction: Who and How Chapter 15

### Quiz 6

22 579	Settling the West	Chapter 16 to p.
23	Expanding Industrialism	pp. 579 - 596
24	Unions, Immigration, and City Life	Chapter 17

**Quiz 7**

**Paper 3 (Units 17-24)**

25	Populist Party and Silver	pp. 599 - 624
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**Exam 2 (Units 13-25)**

26	Expanding Empire	pp.624 - 636
27	Progressive Movement	Chapter 18
28	World War I	Chapter 19

**Quiz 8**

29 748	Roaring Twenties	Chapter 20 to p.
30	Politics and Economics: 1920s	pp. 748 - 755
31	Roosevelt and the New Deal	Chapter 21

**Quiz 9**

32	World War II	Chapter 22
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**Paper 4 (Units 25-32)**

33	Entering the Cold War	Chapter 23
34	Vietnam: The Quagmire	pp. 935 - 943
35 p.935	American Society: 1950-1980	Chapters 24/25 to and pp. 943 - 956

**Quiz 10**

36	Foreign Policy: 1975-1995	Chapters 26/27
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**Final Exam (Units 26-37)**

College of Eastern Utah

**HIST 1700  
American Civilization**

**Syllabus  
Fall Semester 2009**

**INSTRUCTOR:** Dr. Susan Rhoades Neel

**OFFICE:** CBB 243

**PHONE:** (435) 613-5279

**E-MAIL:** susan.neel@ceu.edu

**OFFICE HOURS:**

Mondays, 12:00-2:00 pm

Tuesdays, 11:30-12:30 pm

Wednesdays, 12:00-2:00 pm

And by appointment

**INSTRUCTOR'S HOMEPAGE:** <http://www.srn teach.us>

**REQUIRED TEXTBOOK:**

*Give Me Liberty!* by Eric Foner (available at the CEU Bookstore)

This course provides an overview of United States history from the seventeenth through twentieth centuries with an emphasis on the development of key ideas and institutions and the impact of these processes on the diverse peoples of America.

*American Civilization* is a 3 credit-hour general education, introductory-level survey course. Classes meet twice weekly for 75-minute lectures, discussions, films, and student presentations. In addition to attending class lectures students should plan to spend approximately 6 hours per week outside the classroom reading required course materials, preparing assignments, and studying for exams.

This course requires the use of a computer with an internet connection to conduct research, deliver course assignments, and to take exams. Microsoft Word is required unless otherwise specified by the instructor.

There are no prerequisites for this course.

**I. COURSE OBJECTIVES**

The objective of this course is to examine the complex and changing ideals of liberty, freedom, and democracy as experienced by various groups in America from the era of the Revolution through the Civil Rights movement of the 1960s. The goal is to understand the ideas and institutions of democracy as they have changed over time and to appreciate the continuing challenge Americans face in

translating these ideals into lived experience. We will explore these issues as they played out on the public stage of politics and business and in the private lives of ordinary people. Our topics will range from presidential leadership to changing habits of eating, from wars to music, from the rich and famous to the anonymous millions who helped make America such a distinctive civilization.

### **A. Learning Objectives--Knowledge**

1. Know the basic chronology of American history with detailed knowledge of key events during the American Revolution, the Civil War, the industrial revolution, and the Civil Rights movement.
2. Understand the concepts of freedom and democracy as they have changed over time and as experienced among different groups of Americans.
3. Understand the relationship between historical events in the arena of government and the economy and those events in the arenas of social experience, daily life, and culture.
4. Understand the relationship between broad historical processes and the actions of individuals, both ordinary and extraordinary.

### **B. Learning Objectives--Skills**

1. Describe/define key events, people, and institutions and place them in historical context by discussing their significance to larger historical trends and processes.
2. Exercise historical imagination in order to understand ideas and practices of past peoples in their own context and to systematically compare and contrast the past to the present.
3. Conduct research and convey the knowledge gained through various mediums including written essays, public oral presentations, and multimedia projects.
4. Utilize digital technologies to conduct, organize, and communicate work appropriate to a college-level or professional environment.

## **II. COURSE REQUIREMENTS**

In order to accomplish the course objectives, students will be required to acquire information from a variety of course materials including films, web sites, and a textbook. Students will be required to demonstrate what they are learning through written and multimedia assignments and exams.

### **A. Computing and E-mail Requirements**

1. Students must have access to a functioning computer with an active internet connection.
2. All e-mail communications in this course will be conducted through the Blackboard email system.
3. All assignments must be completed in Microsoft Word unless otherwise specified by the instructor. Microsoft Word is installed on the computers in all CEU computer labs.

### **B. Attendance and Participation**

1. Attendance is required. Beginning with the second week of the semester, roll will be taken at the start of each class session. Students must arrive on time to be counted as in attendance.

**Students who miss more than three class sessions will have their final course grade reduced by one-third of a letter grade.**

### **C. Required Course Materials**

1. The required textbook for this course is *Give Me Liberty!* by Eric Foner. Print or digital copies can be purchased at the college bookstore.
2. Students are required to view a set of short videos called “Questioning Liberty,” in which the author of the textbook, Professor Eric Foner, discusses key themes from the book. Students can access these videos, free of charge, through the course web site on Blackboard.
3. Additional required materials, including essays, films, and web sites, are provided to students at no cost through the HIST 1700 course web site.

### **D. Required Projects and Assignments**

**1. Weekly Projects.** Students are required to submit 12 Weekly Projects of approximately 250-words. Students will receive 25 pts for each correct assignment they submit. Weekly Projects involve gathering information on a specified historical subject from the world wide web and writing a 250-word description of the subject and its significance. Weekly Projects will be submitted electronically through Blackboard Vista. Detailed instructions for the Weekly Projects are available on the course web site.

*Weekly Projects are worth 300 pts or 30% of the final grade.*

**2. Term Projects.** Students are required to complete one Term Project. Term Projects involve writing a 3-4 page essay on how the idea of freedom has changed in American since the time of the American Revolution.

*Term Projects are worth 75 pts or 7.5% of the final grade.*

**3. Unit Projects.** Students are required to complete four Unit Projects. Each Unit Project introduces students to different aspects of the course learning objectives and requires students to use different learning skills, such as exercising historical imagination, writing an historical essay, or using digital technology to interpret historical events.

*Unit Projects are worth 75 pts each for a total of 300 pts or 30% of the final grade.*

### **E. Assessments**

**1. Students will take an Introductory Quiz using Blackboard.** The Quiz tests students' knowledge of the course requirements and policies and provides an opportunity for students to demonstrate mastery of the Blackboard and CEU e-mail system logon procedures. Students must pass the Introductory Quiz before they can move on to the other requirements in the course.

*The Quiz is worth 25 pts. or 2.5% of the final grade.*

**2. Students will take four Unit Exams each worth 75 pts.** The Unit Exams will cover required course materials, including the textbook. Exams will be taken through Blackboard. The Unit Exams are open book but they must be completed during a specified time frame.

*Unit Exams are worth a total of 300 pts or 30% of the final grade.*

**3. There is no final or comprehensive exam.**

## **III. GRADING**

Grades will be based on the instructor's evaluation of student participation and performance on the required discussion, projects and exams using the rubrics posted on the course web site.

There will be a total of 1000 points possible, distributed as follows:

300 pts = Weekly Projects

75 pts = Term Project

300 pts = Unit Projects

25 pts = Introductory Quiz

300 pts = Unit Exams

The grading scale is as follows:

A	930 - 1000 points
A-	900 - 929 points
B+	870 - 899 points
B	830 - 869 points
B-	800 - 829 points
C+	770 - 799 points
C	730 - 769 points
C-	700 - 729 points
D+	670 - 699 points
D	630 - 669 points
D-	600 - 629 points
F	0 - 599 points

To help students better understand how projects will be graded, a set of rubrics are available on the course web site by clicking on the button labeled, "Grading." You may find it helpful to read these rubrics before you begin work on the assignments.

#### **IV. COURSE POLICIES**

**A. Attendance.** Students who miss more than 3 class sessions will have their final course grade reduced by one-third of a letter grade.

Class sessions begin at the time designated in the CEU class schedule and students are required to arrive on time in order to be counted as in attendance. Tardiness is disruptive to other students and the instructor. Students who are late may be asked to leave or may find the classroom door locked.

No absences will be excused except in the case of documented illness or family emergency or for CEU-sponsored activities.

Documented illness or emergency means a written statement from a physician stating that a student is not able to attend class. Excused emergencies require written documentation. Funerals, weddings, and family holidays do not constitute an emergency.

Students involved in CEU-sponsored activities such as college athletics, student government, CEU Ambassadors or the SUN Center must inform the instructor at least 24 hours in advance of their absences and provide a written excuse from the faculty or administration sponsor of the event. The written excuse (digital is acceptable) must be addressed to the HIST 1700 instructor and must include the student's name, state the specific date class will be missed, and include a Current Grade Status Report (as per Section 4.14 of the CEU Policy and Procedures Manual).

The HIST 1700 instructor will verify excused absences and acknowledge accepted excuses via e-mail to students. No excuses are accepted unless acknowledged by the instructor.

**B. Computing.** Students are responsible for having access to functioning computer equipment and an active internet connection. Students are welcome to use their personal computers or the CEU internet-connected computers in the Reeves Computer Lab. Lack of required computer hardware or software or computing skills are not acceptable excuses for failing to take exams or submit assignments.

**B. Communication.** Students are encouraged to visit the instructor during her regularly scheduled office hours. The instructor is available online during these hours for students who are not able to visit in person. To chat with the instructor online during office hours, please log on the Blackboard, select SRN ONLINE OFFICE HOURS. Follow the instructions to set up the WIMBA tool and enter the instructor's "virtual" office.

Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

Students are also welcome to contact the instructor via the Blackboard e-mail system. The instructor cannot discuss course work or grades except through the Blackboard e-mail system. Students should check their Blackboard e-mail regularly for course announcements and communications from the instructor. Students will held accountable for course information distributed through the Blackboard e-mail system.

The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor.

**C. Late Materials.** All assignments and exams must be turned in by 11:59 pm on the scheduled due date. No late materials will be accepted, except in cases of personal or family emergency for which students can provide written documentation.

**D. Missing/Rescheduling Exams.** Exams must be taken at the scheduled time. In cases of personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor's convenience.

**E. Withdrawals/Incompletes.** Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete (I) grade. Incomplete grades are granted at the discretion of the instructor.

**F. Academic honesty policy.** All assignments, projects, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, project or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, project, or exam.

**The instructor will report all violations of the HIST 1700 academic honesty policy to the Dean of Students in accordance with the policies and procedures outlined under the Student Conduct Code.**

**G. Courtesy in class and online.** It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are talking, and maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the class and may be subject to disciplinary action under the CEU Student Conduct Code.

**H. Accommodation.** Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC Building, Room 118. You may also contact the office by phone at (435-613-5670) or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

## V. SCHEDULE

**Welcome and Introductions  
August 18- 21**

**WEEK 1 (August 18-21)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, “Preface”
- “Questioning Freedom,” film clips #1, #2, #3, #4, #5

**Introductory Quiz: August 21-August 24**

**UNIT ONE: Freedom’s Foundations  
August 24- September 18**

**WEEK 2 (August 24-28)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 3 and 4
- “Questioning Freedom,” film clips #6 and #7

**WEEK 3 (August 31-September 4)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 5 and 6
- “Questioning Freedom,” film clips #8 and #9
- 

**WEEKLY PROJECT #1 DUE: Friday, September 4 at 11:59pm**

**WEEK 4 (September 8-11)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 7
- “Questioning Freedom,” films clip #10, #11, and #12
- “Liberty!” films clips #1, #2, and #3
- 

**WEEKLY PROJECT #2 DUE: Friday, September 11 at 11:59pm**

**WEEK 5 (September 14-18)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 8

**WEEKLY PROJECT #3 DUE: Friday, September 18 at 11:59pm**

**Unit 1 Project DUE: Friday, September 18**

**Unit 1 Exam: September 18-21**

**UNIT TWO: A New Birth of Freedom**  
**September 21-October 9**

**WEEK 6 (September 21-25)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 11 and 12
- “Questioning Freedom,” film clips #13, #14, and #15
- “The Africans,” film clips #1, #2, and #3

**WEEKLY PROJECT #4 DUE: Friday, September 25 at 11:59pm**

**WEEK 7 (September 28-October 2)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 13 and 14
- “Questioning Freedom,” film clips #16, #17, #18, and #19

**WEEKLY PROJECT #5 DUE: Friday, October 2 at 11:59pm**

**WEEK 8 (October 5-9)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 15
- “Questioning Freedom,” film clips #20, #21, #22, and #23

**WEEKLY PROJECT #6 DUE: Friday, October 9 at 11:59pm**

**Unit 2 Project DUE: Friday, October 9**

**Unit 2 Exam: October 9-October 12**

**UNIT THREE: Facing Freedom’s Boundaries**  
**October 12-November 6**

**WEEK 9 (October 12-14)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 16
- “Questioning Freedom,” film clips #24 and #25
- “Coney Island,” film

**WEEK 10 (October 19-23)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 17

**WEEKLY PROJECT #7 DUE: Friday, October 23 at 11:59pm**

**WEEK 11 (October 26-30)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 18
- “Questioning Freedom,” film clips #26, #27, #28
- “The Triangle Fire,” film clip #1

**WEEKLY PROJECT #8 DUE: Friday, October 30 at 11:59pm**

**WEEK 12 (November 2-6)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 19 and 20

**WEEKLY PROJECT #9 DUE: Friday, November 6 at 11:59pm**

**Unit 3 Project DUE: Friday, November 6**

**Unit 3 Exam: November 6-November 9**

**UNIT FOUR: Fighting for Freedom  
November 9-December 4**

**WEEK 13 (November 9-13)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 22 and 23
- “Questioning Freedom,” film clips #29 and #30
- “The Murder of Emmett Till,” film

**WEEKLY PROJECT #10 DUE: Friday, November 13 at 11:59pm**

**WEEK 14 (November 16-20)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 24
- “Questioning Freedom,” film clips #31 and #32
- “Eyes on the Prize,” film clips #1 and #2

**WEEKLY PROJECT #11 DUE: Friday, November 20 at 11:59pm**

**WEEK 15 (November 23-24)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 25
- “Eyes on the Prize,” film clip #3

**WEEK 16 (November 30-December 4)**

**ASSIGNED MATERIALS:**

- “Eyes on the Prize,” film clip #4

**WEEKLY PROJECT #12 DUE: Friday, December 4 at 11:59pm**

**Unit 4 Project DUE: Friday, December 4**

**Unit 4 Exam: December 4-December 7**

***THIS SCHEDULE IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION. CHANGES WILL BE ANNOUNCED TO STUDENTS IN CLASS AND/OR VIA E-MAIL.***

College of Eastern Utah

**HIST 1700  
American Civilization  
ONLINE**

**Syllabus  
Fall Semester 2009**

**INSTRUCTOR:** Dr. Susan Rhoades Neel

**OFFICE:** CBB 243

**PHONE:** (435) 613-5279

**E-MAIL:** susan.neel@ceu.edu

**OFFICE HOURS:**

Mondays, 12:00-2:00 pm

Tuesdays, 11:30-12:30 pm

Wednesdays, 12:00-2:00 pm

And by appointment

**INSTRUCTOR'S HOMEPAGE:** <http://www.srn teach.us>

**REQUIRED TEXTBOOK:**

*Give Me Liberty!* by Eric Foner (available at the CEU Bookstore)

This course provides an overview of United States history from the seventeenth through twentieth centuries with an emphasis on the development of key ideas and institutions and the impact of these processes on the diverse peoples of America.

The online section of *American Civilization* is a 3 credit-hour general education, introductory-level survey course. All instruction, including assessments, is conducted online through Blackboard. Students should plan to spend a minimum of 9 hours per week reading and viewing required course materials, engaging in online discussion, preparing assignments, and studying for exams.

This course requires the use of a computer with an internet connection. Microsoft Word is required unless otherwise specified by the instructor.

There are no prerequisites for this course.

**I. COURSE OBJECTIVES**

The objective of this course is to examine the complex and changing ideals of liberty, freedom, and democracy as experienced by various groups in America from the era of the Revolution through the Civil Rights movement of the 1960s. The goal is to understand the ideas and institutions of democracy as they have changed over time and to appreciate the continuing challenge Americans face in translating these ideals into lived experience. We will explore these issues as they

played out on the public stage of politics and business and in the private lives of ordinary people. Our topics will range from presidential leadership to changing habits of eating, from wars to music, from the rich and famous to the anonymous millions who helped make America such a distinctive civilization.

### **A. Learning Objectives--Knowledge**

1. Know the basic chronology of American history with detailed knowledge of key events during the American Revolution, the Civil War, the industrial revolution, and the Civil Rights movement.
2. Understand the concepts of freedom and democracy as they have changed over time and as experienced among different groups of Americans.
3. Understand the relationship between historical events in the arena of government and the economy and those events in the arenas of social experience, daily life, and culture.
4. Understand the relationship between broad historical processes and the actions of individuals, both ordinary and extraordinary.

### **B. Learning Objectives--Skills**

1. Describe/define key events, people, and institutions and place them in historical context by discussing their significance to larger historical trends and processes.
2. Exercise historical imagination in order to understand ideas and practices of past peoples in their own context and to systematically compare and contrast the past to the present.
3. Conduct research and convey the knowledge gained through various mediums including written essays, public oral presentations, and multimedia projects.
4. Utilize digital technologies to conduct, organize, and communicate work appropriate to a college-level or professional environment.

## **II. COURSE REQUIREMENTS**

In order to accomplish the course objectives, students will be required to acquire information from a variety of course materials including films, web sites, and a textbook. Students will be required to demonstrate what they are learning through , weekly online discussion, written and multimedia assignments, and exams.

### **A. Computing and E-mail Requirements**

1. Students must have access to a functioning computer with an active internet connection.
2. All e-mail communications in this course will be conducted through the Blackboard email system.
3. All assignments must be completed in Microsoft Word unless otherwise specified by the instructor. Microsoft Word is installed on the computers in all CEU computer labs.

### **B. Attendance and Participation**

There are no attendance requirements for the online section of HIST 1700. However, students are required to engage in weekly online discussion and to submit unit projects according to the schedule set out below and to take exams on the scheduled dates.

No late discussion blog posts, assignments or exams will be accepted.

### **C. Required Course Materials**

1. The required textbook for this course is *Give Me Liberty!* by Eric Foner. Print or digital copies can be purchased at the college bookstore.
2. Students are required to view a set of short videos called “Questioning Liberty,” in which the author of the textbook, Professor Eric Foner, discusses key themes from the book. Students can access these videos, free of charge, through the course web site.
3. Additional required materials, including essays, films, and web sites, are provided to students at no cost through the HIST 1700 course web site, which is accessible through Blackboard.

### **D. Required Projects and Assignments**

**1. Weekly Discussion.** Students are required to engage in twelve Weekly Discussions. Student will post responses of approximately 250 words to three questions and comments of approximately 100 words on three posts made by other students. The Weekly Discussion Blog will take place on Blackboard. All *responses* are due by midnight on Fridays. All *comments* are due by midnight on Mondays. No late posts are accepted. The highest grades go to students who do more than the minimum post requirements.

*Weekly Discussion Blog is worth 300 pts or 30% of the final grade.*

**2. Term Projects.** Students are required to complete one Term Project. Term Projects involve writing a 3-4 page essay on how the idea of freedom has changed in American since the time of the American Revolution.

*Term Projects are worth 75 pts or 7.5% of the final grade.*

**3. Unit Projects.** Students are required to complete four Unit Projects. Each Unit Project introduces students to different aspects of the course learning objectives and requires students to use different learning skills, such as exercising historical imagination, writing an historical essay, or using digital technology to interpret historical events.

*Unit Projects are worth 75 pts each for a total of 300 pts or 30% of the final grade.*

### **E. Assessments**

**1. Students will take an Introductory Quiz using Blackboard.** The Quiz tests students' knowledge of the course requirements and policies and provides an opportunity for students to demonstrate mastery of the Blackboard and CEU e-mail system logon procedures. Students must pass the Introductory Quiz before they can move on to the other requirements in the course.

*The Quiz is worth 25 pts. or 2.5% of the final grade.*

**2. Students will take four Unit Exams each worth 75 pts.** The Unit Exams will cover required course materials, including the textbook. Exams will be taken through Blackboard. The Unit Exams are open book but they must be completed during a specified time frame.

*Unit Exams are worth a total of 300 pts or 30% of the final grade.*

**3. There is no final or comprehensive exam.**

## **III. GRADING**

Grades will be based on the instructor's evaluation of student participation and performance on the required discussion, projects and exams using the rubrics posted on the course web site.

There will be a total of 1000 points possible, distributed as follows:

300 pts = Weekly Discussion

75 pts = Term Project

300 pts = Unit Projects

25 pts = Introductory Quiz

300 pts = Unit Exams

The grading scale is as follows:

A 930 - 1000 points

A-	900 - 929 points
B+	870 - 899 points
B	830 - 869 points
B-	800 - 829 points
C+	770 - 799 points
C	730 - 769 points
C-	700 - 729 points
D+	670 - 699 points
D	630 - 669 points
D-	600 - 629 points
F	0 - 599 points

To help students better understand how projects will be graded, a set of rubrics are available on the course web site by clicking on the button labeled, “Grading.” You may find it helpful to read these rubrics before you begin work on the assignments.

#### **IV. COURSE POLICIES**

**A. Computing.** Students are responsible for having access to functioning computer equipment and an active internet connection. Students are welcome to use their personal computers or the CEU internet-connected computers in the Reeves Computer Lab. Lack of required computer hardware or software or computing skills are not acceptable excuses for failing to take exams or submit assignments.

**B. Communication.** Students are encouraged to visit the instructor during her regularly scheduled office hours. The instructor is available online during these hours for students who are not able to visit in person. To chat with the instructor online during office hours, please log on the Blackboard, select SRN ONLINE OFFICE HOURS Follow the instructions to set up the WIMBA tool and enter the instructor’s “virtual” office.

Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

Students are also welcome to contact the instructor via the Blackboard e-mail system. The instructor cannot discuss course work or grades except through the Blackboard e-mail system. Students should check their Blackboard e-mail regularly for course announcements and communications from the instructor.

Students will held accountable for course information distributed through the Blackboard e-mail system.

The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor.

**C. Late Materials.** All assignments and exams must be turned in by 11:59 pm on the scheduled due date. No late materials will be accepted, except in cases of personal or family emergency for which students can provide written documentation.

**D. Missing/Rescheduling Exams.** Exams must be taken at the scheduled time. In cases of personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor's convenience.

**E. Withdrawals/Incompletes.** Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete (I) grade. Incomplete grades are granted at the discretion of the instructor.

**F. Academic honesty policy.** All assignments, projects, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, project or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, project, or exam.

**The instructor will report all violations of the HIST 1700 academic honesty policy to the Dean of Students in accordance with the policies and procedures outlined under the Student Conduct Code.**

**G. Courtesy in class and online.** It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are talking, and maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the class and may be subject to disciplinary action under the CEU Student Conduct Code.

**H. Accommodation.** Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC Building, Room 118. You may also contact the office by phone at (435-613-5670) or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

## V. SCHEDULE

<b>Welcome and Introductions</b> <b>August 18- 21</b>
<b>WEEK 1 (August 18-21)</b> <b>ASSIGNED MATERIALS:</b> <ul style="list-style-type: none"><li>• <i>Give Me Liberty</i>, “Preface”</li><li>• “Questioning Freedom,” film clips #1, #2, #3, #4, #5</li></ul>
<b>Introductory Quiz: August 21-August 24</b>
<b>UNIT ONE: Freedom’s Foundations</b> <b>August 24- September 18</b>
<b>WEEK 2 (August 24-28)</b> <b>ASSIGNED MATERIALS:</b> <ul style="list-style-type: none"><li>• <i>Give Me Liberty</i>, Chps. 3 and 4</li><li>• “Questioning Freedom,” film clips #6 and #7</li></ul>
<b>WEEK 3 (August 31-September 4)</b> <b>ASSIGNED MATERIALS:</b> <ul style="list-style-type: none"><li>• <i>Give Me Liberty</i>, Chps. 5 and 6</li><li>• “Questioning Freedom,” film clips #8 and #9</li></ul>
<b>WEEK 4 (September 8-11)</b> <b>ASSIGNED MATERIALS:</b> <ul style="list-style-type: none"><li>• <i>Give Me Liberty</i>, Chp. 7</li><li>• “Questioning Freedom,” films clip #10, #11, and #12</li><li>• “Liberty!” films clips #1, #2, and #3</li></ul>
<b>WEEK 5 (September 14-18)</b> <b>ASSIGNED MATERIALS:</b> <ul style="list-style-type: none"><li>• <i>Give Me Liberty</i>, Chp. 8</li></ul>

**Unit 1 Project DUE: Friday, September 18**  
**Unit 1 Exam: September 18-21**

**UNIT TWO: A New Birth of Freedom**  
**September 21-October 9**

**WEEK 6 (September 21-25)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 11 and 12
- “Questioning Freedom,” film clips #13, #14, and #15
- “The Africans,” film clips #1, #2, and #3

**WEEK 7 (September 28-October 2)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 13 and 14
- “Questioning Freedom,” film clips #16, #17, #18, and #19

**WEEK 8 (October 5-9)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 15
- “Questioning Freedom,” film clips #20, #21, #22, and #23

**Unit 2 Project DUE: Friday, October 9**  
**Unit 2 Exam: October 9-October 12**

**UNIT THREE: Facing Freedom’s Boundaries**  
**October 12-November 6**

**WEEK 9 (October 12-14)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 16
- “Questioning Freedom,” film clips #24 and #25
- “Coney Island,” film

**WEEK 10 (October 19-23)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 17

**WEEK 11 (October 26-30)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 18
- “Questioning Freedom,” film clips #26, #27, #28
- “The Triangle Fire,” film clip #1

**WEEK 12 (November 2-6)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 19 and 20

**Unit 3 Project DUE: Friday, November 6**  
**Unit 3 Exam: November 6-November 9**

**UNIT FOUR: Fighting for Freedom**  
**November 9-December 4**

**WEEK 13 (November 9-13)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chps. 22 and 23
- “Questioning Freedom,” film clips #29 and #30
- “The Murder of Emmett Till,” film

**WEEK 14 (November 16-20)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 24
- “Questioning Freedom,” film clips #31 and #32
- “Eyes on the Prize,” film clips #1 and #2

**WEEK 15 (November 23-24)**

**ASSIGNED MATERIALS:**

- *Give Me Liberty*, Chp. 25
- “Eyes on the Prize,” film clip #3

**WEEK 16 (November 30-December 4)**

**ASSIGNED MATERIALS:**

- “Eyes on the Prize,” film clip #4

**Unit 4 Project DUE: Friday, December 4**  
**Unit 4 Exam: December 4-December 7**

***THIS SCHEDULE IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION. CHANGES WILL BE ANNOUNCED TO STUDENTS IN CLASS AND/OR VIA E-MAIL.***

College of Eastern Utah

**HIST 2700**

**U. S. History to 1877**

**Syllabus**

**Fall 2008**

**INSTRUCTOR:** Dr. Susan Rhoades Neel

**OFFICE:** CBB 243

**PHONE:** (435) 613-5279

**E-MAIL:** susan.neel@ceu.edu

**OFFICE HOURS:**

Mondays, 12:00-2:00pm in CBB 243

Tuesdays, 11:30am-12:30pm in CBB 243

Wednesdays, 4:00-5:00pm in Reeves Computer Lab (RV206)

Fridays, 10:00am-12:00pm ONLINE OFFICE HOURS

**COURSE WEB SITE:**

<http://www.srn teach.us>

**REQUIRED TEXTBOOKS:**

*Nation of Nations: A Narrative History of the American Republic* by James West Davison, et al.

*After the Fact: The Art of Historical Detection* by James West Davidson and Mark Hamilton Lytle

HIST 2700 is an in-depth survey of American history from the era of the Columbian exchange through the end of post-Civil War Reconstruction in 1877. This 3 credit-hour general education course consists of two weekly lectures and a weekly online discussion. There will be two exams and one paper assignment. Attendance and participation are required. In addition to attending class lectures, students should plan to spend approximately 6 hours per week outside the classroom reading required course materials, preparing assignments, participating in online discussion, and studying for exams. This course requires the use of a computer with an internet connection. Microsoft Word is required unless otherwise specified by the instructor.

There are no prerequisites for HIST 2700.

**I. COURSE OBJECTIVES**

The purpose of this course is to engage students in a detailed examination of key events and processes in early American history, including the interactions among European, Native American, and African cultures; the establishment and expansion of a democratic nation on the North American continent; and the socioeconomic experiences of the American people. In addition, this course will introduce students to historical thinking skills, including critical reading of primary source documents, analysis of cause and effect relationships as they occur over time, historical imagination and interpretation.

### **A. Learning Objectives—Historical Knowledge**

1. Know the basic chronology of American history from the 15<sup>th</sup> century through the end of the Civil War.
2. Understand the concept of the “middle ground” in Euro American and Native American relations.
3. Understand the centrality of the institution of slavery to the creation and expansion of the United States.
4. Understand the multiple ideals of the American Revolution and the various processes—political, economic, social, and cultural—by which people sought to translate those ideals into lived experience.
5. Understand the causes and consequences of the Civil War with particular emphasis on race relations, changing ideas about nationalism, and the development of economic and political institutions.

### **B. Learning Objectives—Critical Thinking Skills**

1. Exercise historical imagination.
2. Locate and interpret historical evidence.
3. Engage in historical interpretation.
4. Communicate historical knowledge through creative and analytical writing and discussion.

## **II. COURSE REQUIREMENTS**

In order to accomplish the course objectives, students will be required to acquire information from a variety of course materials including

lectures, readings, audio presentations, films, and web sites. Students will be required to demonstrate what they are learning through written and digital assignments, and exams. To complete these requirements students will need to have access to a computer with a connection to the world wide web and the ability to send and receive e-mail.

### **A. Required Course Materials**

1. The required textbook for this course is *Nation of Nations: A Narrative History of the American Republic* by James West Davison, *et al.* Copies can be purchased at the college bookstore.
2. The required supplementary reading for this course is *After the Fact: The Art of Historical Detection* by James West Davidson and Mark Hamilton Lytle. Copies can be purchased at the college bookstore.
3. Students will be required to view two films: *Black Robe* and *New World*. Copies of the films are on Reserve at the CEU Library, but you may also be able to find copies at the local video rental store or online from services such as NETFLIX (<http://netflix.com>).

### **B. Attendance**

1. Class will be held on Tuesdays from 1:00-2:15pm and on Thursdays from 1:15-2:15pm.
2. Students are required to attend all class sessions. Students with more than 3 unexcused absences will receive an "F" in the course.

### **C. Assignments**

1. Weekly Discussion Blog. Students will be required to participate in a weekly discussion using the course blog. A discussion question for each week of the course has been posted on the course web site (the questions also appear below on the Course Schedule).

The blog can be accessed from the course web site, <http://www.srn teach.us>. To insure that the blog is a private discussion among only those students enrolled in HIST 2700, the blog is password protected. The instructor will hand out the password information during the first week of class.

Students are required to post a 500-word response to the discussion question and post at least one response to posts from other students. Students may find this brief essay on online discussions helpful.

The Course Blog is open from 11:59pm on Thursdays through 11:59pm on Mondays. Students must make their first post no later than Friday at 11:59pm. Second posts must be made no later than 11:59pm on Monday.

The instructor will grade each week's discussion posts. Grades will be reported on Blackboard Vista (bVISTA). Click [here](#) to see grading rubrics for the Weekly Discussion Blog.

Weekly Discussions are worth 25% of the final course grade.

2. Book Review. Students will be required to write an 5-7 page book review. Students may choose to read and write a review of any book from the following list:

*William Cronon, Changes in the Land: Indians, Colonists and the Ecology of New England*

*Karen Ordahl Kupperman, The Jamestown Project*

*Stephen Mihm, A Nation of Counterfeiters: Capitalists, Con Men, and the Making of the United States*

*Drew Gilpin Faust, This Republic of Suffering: Death and the American Civil War*

For a detailed guide on how to read a history book and write a history book review, [click here](#).

## **BOOK REVIEW DUE: Tuesday, December 2**

Book Reviews are worth 25% of the final course grade.

### **E. Assessments**

1. Students are required to complete a midterm exam and a final exam. Each exam will consist of three essays drawn from the textbook, lectures, and online discussions. Exams are take home and students will have four days to complete them.

Exams must be completed in Microsoft Word and submitted through the bVISTA drop box.

**MIDTERM EXAM: October 10-13**

**FINAL EXAM: December 5-8**

Each exam is worth 25% of the final course grade.

### **III. GRADING**

Grades will be based on the instructor's assessment of student performance on the required assignments and exams.

Grades will be distributed as follows:

25% = Weekly Discussion Blog

25% = Midterm Exam

25% = Final Exam

25% = Book Review

The grading scale is as follows:

A 93 – 100%

A- 90 – 92%

B+ 87 – 89%

B 83 – 86%

B- 80 – 82%

C+ 77 – 79%

C 73 – 76%

C- 70 – 72%

D+ 67- 69%

D 60 – 66%

F 0 - 59%

### **IV. COURSE POLICIES**

**A. Attendance.** Students are required to attend all scheduled class sessions. Students with more than 3 unexcused absences will receive a grade of "F" for the course.

No absences will be excused except in the case of documented illness or family emergency or for CEU-sponsored activities. Students involved in CEU-sponsored activities such as college athletics or

student government must inform the instructor at least 24 hours in advance of their absences and provide a written excuse from the faculty or administration sponsor of the event. Students who miss class for college-sponsored events are required to make up the work they have missed.

**B. Communication.** Students are encouraged to visit the instructor during her regularly scheduled office hours. Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

The instructor holds ONLINE OFFICE HOURS once a week. To visit with the instructor during these hours, please log on to bVISTA, select SRN ONLINE OFFICE HOURS, and click on the "Chat" button. Follow the instructions. If you work on a Mac, you can video conference with the instructor during ONLINE OFFICE HOURS using iChat.

Students are also welcome to contact the instructor via e-mail. The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor. Please include the course and section number in the subject line of your e-mails.

**C. Late Materials.** All assignments and exams must be turned in on the scheduled due date. Papers submitted after the deadline will be deducted one-third of a grade for each day they are late.

**D. Missing/Rescheduling Exams.** Exams must be taken at the scheduled time. In cases of personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor's convenience.

**E. Withdrawals/Incompletes.** After the drop deadline the instructor will approve withdrawals only if the student provides evidence of extenuating circumstances such as personal illness or injury, death in the immediate family, or a change in work schedule necessary to secure, maintain or change employment.

Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete

(I) grade. Incomplete grades are granted at the discretion of the instructor.

**F. Academic honesty policy.** All assignments, blog posts, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, blog post, or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, blog post, or exam.

**The instructor will report all violations of the academic honesty policy to the Dean of students in accordance with the policies and procedures outlined under the CEU Student Conduct Code.**

**G. Courtesy in class and online.** It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are talking, and maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the classroom or be denied access to the Course Blog and may be subject to disciplinary action under the CEU Student Conduct Code

Students should turn off or mute their cell phones before class begins. Text messaging during class is not permitted.

**H. Accommodation.** Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC Building, Room 118. You may also contact the office by phone at 435.613.5670 or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

## **V. SCHEDULE**

### **WEEK ONE: Welcome and Introductions**

(August 19 & 21)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *After the Fact*, Prologue: "The Strange Death of Silas Deane"
- \* "Evidence," in *The Methods and Skills of History* (handed out in class)
- \* "History as Reconstruction," in *The Methods and Skills of History* (handed out in class)

**DISCUSSION TOPIC:** Introduce yourself to the class.

**WEEK TWO: Worlds Apart, Worlds Together**

(August 26 & 29)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *Nation of Nations*, chps. 1-2
- \* *Black Robe or New World* (films) view at home or at the library

**DISCUSSION TOPIC:** In what ways do the films *New World* and *Black Robe* illustrate the concept of "the middle ground"?

**WEEK THREE: Ecological Transformations**

(September 2 & 4)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *After the Fact*, chp. 6: "The Invisible Pioneers"

**DISCUSSION TOPIC:** In what ways was the European conquest of America an ecological as well as political process?

**WEEK FOUR: The Terrible Transformation**

(September 9 & 11)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *Nation of Nations*, chp. 3
- \* *After the Fact*, chp. 1: "Serving Time in Virginia"

**DISCUSSION TOPIC:** Why did African slavery become so important to the early America economy?

**WEEK FIVE: Whence the Witches?**

(September 16 & 18)

**ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chp. 4

\* *After the Fact*, chp. 2: "The Visible and Invisible Worlds of Salem"

\*Digital History, *History of Private Life*

[http://www.digitalhistory.uh.edu/historyonline/private\\_life.cfm](http://www.digitalhistory.uh.edu/historyonline/private_life.cfm)

**DISCUSSION TOPIC:** What caused the Salem witch hysteria?

**WEEK SIX: Washington on the Monongahela**

(September 23 & 25)

**ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chps. 5-6

**DISCUSSION TOPIC:** How did the French and Indian War affect relations among Native Americans, the British government, and the American colonists?

**WEEK SEVEN: Revolution**

(September 30 & October 2)

**ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chp. 7

\* *After the Fact*, chp. 3: "Declaring Independence"

**DISCUSSION TOPIC:** How revolutionary was the American Revolution?

**WEEK EIGHT: Behind Closed Doors**

(October 7 & 9)

**ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chps. 8

\* *Liberty!* (film) excerpts shown in class

**DISCUSSION TOPIC:** How democratic was the U.S. Constitution?

***MIDTERM EXAM DUE: Monday, October 13***

**WEEK NINE: Making Democracy I**

(October 14)

**ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chp. 9 & 10

**DISCUSSION TOPIC:** No discussion – Fall Break

**WEEK TEN: Making Democracy II**

(October 21 & 23)

**ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chp. 11

**DISCUSSION TOPIC:** Did market capitalism expand or undermine democracy in antebellum America?

**WEEK ELEVEN: Gotham**

(October 28 & 30)

**ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chp. 12

\* *After the Fact*, chp. 4: "Material Witness"

\* *New York* (film) excerpts shown in class

\* The Lost Museum

<http://www.lostmuseum.cuny.edu/home.html>

**DISCUSSION TOPIC:** What was distinctive about urban life in antebellum America?

**WEEK TWELVE: Down Dixie Way**

(November 4 & 6)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *Nation of Nations*, chp. 13
- \* *Africans* (film) selections shown in class

**DISCUSSION TOPIC:** How did the institution of slavery affect whites and blacks in the South?

**WEEK THIRTEEN: The House Divided**

(November 11 & 13)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *Nation of Nations*, chps. 14 & 15
- \* Ed Ayers, "What Caused the Civil War?" (handed out in class)

**DISCUSSION TOPIC:** What Caused the Civil War?

**WEEK FOURTEEN: John Brown's Body**

(November 18 & 20)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *After the Fact*, chp. 7: "The Madness of John Brown"
- \* *John Brown's Holy War* (film) selections shown in class
- \* Digital History, *John Brown: Hero or Terrorist?*

[http://www.digitalhistory.uh.edu/learning\\_history/brown/john\\_brown\\_menu.cfm](http://www.digitalhistory.uh.edu/learning_history/brown/john_brown_menu.cfm)

**DISCUSSION TOPIC:** Was John Brown a Hero or a Terrorist?

**WEEK FIFTEEN: War, Horrible War**

(November 25 & 26)

**ASSIGNED READING/VIEWING/LISTENING:**

- \* *Nation of Nations*, chp. 16

**DISCUSSION TOPIC:** No discussion – Thanksgiving Holiday

***BOOK REVIEW DUE: Tuesday, December 2***

## **WEEK SIXTEEN: A New Birth of Freedom**

(December 2 & 4)

### **ASSIGNED READING/VIEWING/LISTENING:**

\* *Nation of Nations*, chp. 17

\* *Reconstruction: The Second Civil War* (film) selections shown in class

**DISCUSSION TOPIC:** Why did Reconstruction fail?

**FINAL EXAM DUE: Monday, December 8**

***This schedule is subject to change at the instructor's discretion. Changes will be announced to students in class and/or via e-mail.***

College of Eastern Utah

**HIST 2710**  
**U.S. History since 1877**  
**Syllabus**  
**Spring 2008**

**INSTRUCTOR:** Dr. Susan Rhoades Neel

**OFFICE:** CBB 243

**PHONE:** (435) 613-5279

**E-MAIL:** susan.neel@ceu.edu

**OFFICE HOURS:**

Mondays, 11:00am-1:00pm

Tuesdays, 10:00am-1:00pm

And by appointment

**COURSE WEB SITE:** <http://www.srnteach.us>

**REQUIRED TEXTBOOK:** Eric Foner, *Give Me Liberty!: An American History*.

HIST 2710 is an in-depth survey of American history since 1877. Topics will include industrialization, urbanization, and immigration in the post-Civil War era, settlement of the West, race relations in the New South, American foreign policy from the 1890s through the 1960s and reform movements from the 1890s through the 1960s.

This course consists of two weekly lectures and a weekly online discussion. There will be two exams and one paper assignment. Attendance and participation are required.

**I. COURSE OBJECTIVES**

The purpose of this course is to provide students with an overview of U.S. history from the conclusion of the Civil War through the 1970s, with particular emphasis on socioeconomic, political, and cultural trends. In addition, this course will introduce students to historical thinking skills, including critical reading of primary source documents, analysis of cause and effect relationships as they occur over time, historical imagination and interpretation.

**A. Learning Objectives--Historical knowledge**

1. Know the basic chronology of U.S. history from 1877 through 1974.
2. Understand the economics, politics, and culture of race relations in modern America.
3. Understand the processes of industrialization and urbanization and how these influenced class and gender relations.
4. Understand America's involvement in international systems of economics and geopolitics.

### **B. Learning Objectives--Critical thinking skills**

1. Engage in analysis of primary historic documents.
2. Engage in historical interpretation.
3. Understand and analyze scholarly historical work.
4. Communicate historical knowledge through analytical writing.

## **II. COURSE REQUIREMENTS**

In order to accomplish the course objectives, students will be required to acquire information from a variety of course materials including lectures and readings. Students will be required to demonstrate what they are learning through weekly online discussions and exams. To complete these requirements students will need to have access to a computer with a connection to the world wide web and the ability to send and receive e-mail.

### **A. Required Course Materials**

1. The required textbook for this course is Eric Foner, *Give Me Liberty!: An American History*. Copies can be purchased at the CEU Bookstore.
2. Students will be required to view these films: *The Best Years of Our Lives*, *Rebel Without a Cause*, and *Gentlemen Prefer Blondes*. Copies of the films are on Reserve at the CEU Library, but you may also be able to find copies at the local video rental store or online from services such as NETFLIX.

## **B. Attendance**

1. Class will be held on Tuesdays from 1:00-2:15pm and Thursdays from 1:15-2:15pm in CBB 214.
2. Students are required to attend all class sessions. Students with more than 3 unexcused absences will receive an "F" in the course.

## **C. Assignments**

1. Weekly Discussion Blog. Students will be required to participate in a weekly discussion using the course blog. A discussion question for each week of the course has been posted on the course web site (the questions also appear below on the Course Schedule).

The blog can be accessed from the course web site, <http://www.srnteach.us>. To insure that the blog is a private discussion among only those students enrolled in HIST 2710, the blog is password protected. The instructor will hand out the password information during the first week of class.

Students are required to post a 250-word response to the discussion question and post at least one response to posts from other students. Students may find this brief essay on online discussions helpful.

The Course Blog is open from 11:59pm on Thursdays through 11:59pm on Mondays. Students must make their first post no later than Friday at 11:59pm. Second posts must be made no later than 11:59pm on Monday.

Weekly Discussions are worth 10% of the final course grade.

2. Class Project. Students will be required to participate in a class project to collect and write the history of the College of Eastern Utah. The purpose of this project is to give students experience in historical methodology, including locating and using primary source documents and conducting and preserving oral history.

### **CLASS PROJECT DUE: Tuesday, April 28**

Class Projects are worth 40% of the final course grade.

## **D. Midterm and Final Assessments**

1. Students are required to complete a midterm exam and a final exam. Each exam will consist of three essays drawn from the textbook, lectures, and online discussions. Exams are take home and students will have four days to complete them.

Exams must be completed in Microsoft Word.

**MIDTERM EXAM: February 28-March 2**

**FINAL EXAM: April 28-30**

Each exam is worth 25% of the final course grade.

## **III. GRADING**

Grades will be based on the instructor's assessment of student performance on the required assignments and exams.

Grades will be distributed as follows:

10% = Weekly Discussion Blog

25% = Midterm Exam

25% = Final Exam

40% = Class Project

The grading scale is as follows:

A 93 – 100%

A- 90 – 92%

B+ 87 – 89%

B 83 – 86%

B- 80 – 82%

C+ 77 – 79%

C 73 – 76%

C- 70 – 72%

D+ 67- 69%

D 60 – 66%

F 0 - 59%

## **IV. COURSE POLICIES**

**A. Attendance.** Attendance is required. Students with more than 3 unexcused absences will receive a grade of "F" for the course.

**B. Communication.** Students are encouraged to visit the instructor during her regularly scheduled office. Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor.

**C. Late Materials.** All assignments and exams must be turned in on the scheduled due date. Papers submitted after the deadline will be deducted one-third of a grade for each day they are late.

**D. Missing/Rescheduling Exams.** Exams must be taken at the scheduled time. In cases of personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor's convenience.

**E. Withdrawals/Incompletes.** During weeks 3-9 of the semester, students may withdraw from this course with the approval of the instructor. After the 9<sup>th</sup> week, only the Vice President for Academic Affairs may authorize withdrawals. Students wishing to withdraw after the 9<sup>th</sup> week must present documentation of extenuating circumstances.

Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete (I) grade. Incomplete grades are granted at the discretion of the instructor.

**F. Academic honesty policy.** All assignments, blog posts, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, blog post, or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, blog post, or exam.

**The instructor will report all violations of the academic honesty policy to the Dean of students in accordance with the policies and procedures outlined under “Student Rights and Responsibilities” in the CEU College Catalog.**

**G. Courtesy in class and online.** It is expected that students will treat their fellow classmates and the instructor with courtesy during class, at meetings, and in all online communications. Courtesy includes using polite and civil language, being quiet and attentive when others are talking, and maintaining an environment conducive to learning.

Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the classroom or be denied access to the Course Blog and may be subject to disciplinary action under the CEU “Student Rights and Responsibilities.”

Students should turn off or mute their cell phones before class begins. Text messaging during class is not permitted.

**H. Accommodation.** Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC Building, Room 118. You may also contact the office by phone at 435.613.5670 or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

## **V. SCHEDULE**

Week 1: Yes, Virginia, There Was a Civil War  
(Jan. 6 & 8)

READING: Foner, *Give Me Liberty*, Chp. 14

DISCUSSION QUESTION: ***Introduce yourself to the class and tell us something about your interest in history.***

POST #1 DUE = January 9

POST #2 DUE = January 12

Week 2. Reconstruction  
(January 13 & 15)

READING: Foner, *Give Me Liberty*, Chp. 15

DISCUSSION QUESTION: **Why was Reconstruction brought to an end in 1877?**

POST #1 DUE = January 16

POST #2 DUE = January 19

Week 3. Rags and Riches: Capital versus Labor in the Age of Industrialization

(January 20 & 22)

READING: Foner, *Give Me Liberty*, Chp. 16

DISCUSSION QUESTION: **What challenges and opportunities did the process of industrialization present to the owners and to the workers in factories?**

POST #1 DUE = January 23

POST #2 DUE = January 26

Week 4. Metropolis: Urbanization and City Life in Fin de'siecle America

(January 27 & 29)

VIEWING: *New York* (film), shown in class

DISCUSSION QUESTION: **What were the distinctive characteristics of urban culture? Consider upper class, middle class, and working class aspects of city life in your response.**

POST #1 DUE = January 30

POST #2 DUE = February 2

Week 5: Gold, Silver and Corn: Politics in the Gilded Age

(February 3 & 5)

READING: Foner, *Give Me Liberty*, Chp. 17

DISCUSSION QUESTION: **How did the American political system respond to the challenges of industrialization?**

POST #1 DUE = February 6

POST #2 DUE = February 9

Week 6: Raking Muck: American Progressivism

(February 10 & 12)

READING: Foner, *Give Me Liberty*, Chp. 18

DISCUSSION QUESTION: **What were the accomplishments and failures of Progressivism?**

POST #1 DUE = February 13

POST #2 DUE = February 16

Week 7: Over There: America on the World Stage

(February 17 & 19)

READING: Foner, *Give Me Liberty*, Chp. 19

DISCUSSION QUESTION: ***Was American involvement in WWI an expression of Progressivism or a retreat into Gilded Age expansionism? Or did it reflect the passing of both sentiments?***

POST #1 DUE = February 20

POST #2 DUE = February 23

Week 8: The Jazz Age: The Culture of Modernism in America

(February 24 & 26)

READING: Foner, *Give Me Liberty*, Chp. 20

DISCUSSION QUESTION: ***Jazz, the Model T, and the KKK: How are these disparate features of the 1920s a reflection of the culture of modernism in America?***

POST #1 DUE = February 27

POST #2 DUE = March 2

### **MIDTERM EXAM**

**(February 28-March 2)**

Week 9: Depression=Great; Deal=New

(March 3 & 5)

READING: Foner, *Give Me Liberty*, Chp. 21

DISCUSSION QUESTION: ***What is the legacy of the New Deal?***

POST #1 DUE = March 6

POST #2 DUE = March 9

Week 10: The Good War?: America in World War II

(March 10 & 12)

READING: Foner, *Give Me Liberty*, Chp. 22

DISCUSSION QUESTION: ***The greatest lesson of World War II was that modernism produced, with equal vigor, the good and the bad. Do you agree with this statement?***

POST #1 DUE = March 13

POST #2 DUE = March 15

Week 11: SPRING BREAK

(March 16-20)

Week 12: Duck and Cover: America in the Cold War

(March 24 & 26)

READING: Foner, *Give Me Liberty*, Chp. 23

DISCUSSION QUESTION: ***To what extent was the Cold War the reflection of a serious strategic threat from the Soviet Union***

**versus American aggression, paranoia, and self-loathing?**

POST #1 DUE = March 27

POST #2 DUE = March 30

Week 13: Pretty in Pink: Affluence and Anxiety in the 1950s

(March 31 & April 2)

READING: Foner, *Give Me Liberty*, Chp. 24

FILMS: see one of the following films

~ "The Best Years of Our Lives"

~ "Gentlemen Prefer Blondes"

~ "Rebel Without a Cause"

DISCUSSION QUESTION: ***In the films you have seen this week, how is gender used to express the affluence and anxiety of postwar America?***

POST #1 DUE = April 3

POST #2 DUE = April 6

Week 14: Freedom Now!: The Civil Rights Movement

(April 7 & 9)

READING: Foner, *Give Me Liberty*, Chp. 25

DISCUSSION QUESTION: ***When did the civil rights movement begin and why at that particular moment in time? When did it end?***

POST #1 DUE = April 10

POST #2 DUE = April 13

Week 15: Quagmire: The Turbulent Sixties

(April 14 & 16)

READING: Foner, *Give Me Liberty*, Chp. 26

DISCUSSION QUESTION: ***Why did America lose the war in Vietnam?***

POST #1 DUE = April 17

POST #2 DUE = April 20

Week 16: The Disco Decade: The Turbulent Seventies

(April 21 & 23)

VIEWING: *Nixon* (film) shown in class

DISCUSSION QUESTION: ***Richard Nixon was the most important president of the post-World War II era. Do you agree or disagree with this statement and why?***

POST #1 DUE = April 24

POST #2 DUE = April 27

**FINAL EXAM  
(April 28-30)**

**CLASS PROJECT DUE: Tuesday, April 28**

*This schedule is subject to change at the instructor's discretion.  
Changes will be announced to students in class and/or via e-mail.*

College of Eastern Utah

**HIST 2800  
Women in America  
Syllabus  
Spring 2008**

**INSTRUCTOR:** Dr. Susan Rhoades Neel

**OFFICE:** CBB 243

**PHONE:** (435) 613-5279

**E-MAIL:** susan.neel@ceu.edu

**OFFICE HOURS:**

Mondays & Tuesdays, 11:30-1:00 pm in CBB 243

Wednesdays, 4:00-5:00 pm in the Writing Lab (CBB 208)

Thursdays, 1:00-2:00 pm in CBB 243

And by appointment

**COURSE WEB SITE:** <http://www.srn teach.us>

**REQUIRED TEXTBOOK:** Sara Evans, *Born for Liberty: A History of Women in America* (copies provided by the instructor)

HIST 2800 is an elective intended for all students. The course will discuss the changes in American history from the colonial period to the present through the lives of American women. We will take a biographical approach and use the lives of 12 women, some ordinary, some famous, some infamous, to explore women's changing roles in American society.

The course objective is to gain a basic understanding of:

1. the changing nature of women's legal and civic rights and the ways in which women have exercised power in the public and private arenas of American life.
2. how the concepts of womanhood and female sexuality have changed over time
3. the history of courtship, marriage, childbearing, and family life in America

Students are required to attend all class sessions. Students with more than 3 unexcused absences will receive a grade of "F" in the course.

The required textbook for this course is Sara M. Evans, *Born for Liberty: A History of Women in America*. The instructor will loan copies to students or students may purchase copies through Amazon.com. Additional required materials, including readings, websites, and films are listed in the Course Schedule. All materials will be provided to students at no charge.

Students will be required to complete the following assignments:

1. Weekly Learning Journal. Students will be required to keep a Weekly Learning Journal. The instructor will distribute the materials for the journal to students during the first week of the semester.

Twice during the semester students will turn in their Learning Journals for preliminary assessment. Completed Learning Journals will be turned in for final grading at the end of the semester.

**LEARNING JOURNAL ASSESSMENT #1 DUE: Thursday, January 31**  
**LEARNING JOURNAL ASSESSMENT #2 DUE: Thursday, March 27**  
**LEARNING JOURNAL FINAL ASSESSMENT DUE: Friday, April 25**

Detailed instructions for the Weekly Learning Journal are available on the course web site.

The Weekly Learning Journal is worth 30% of the final course grade.

2. Biographical Sketches. Students will be required to prepare 2 biographical sketches and present their findings to the class. Students will select the subjects for their biographical sketches in consultation with the instructor. Students may choose from a variety of formats for their sketches; a traditional written paper, a PowerPoint or Keynote presentation, a QuickTime or Media Player movie, or a web site.

Detailed instructions for completing the Biographical Sketches are available on the course web site.

**BIOGRAPHICAL SKETCH #1 DUE: Tuesday, February 26**  
**BIOGRAPHICAL SKETCH #2 DUE: Tuesday, April 22**

Biographical Sketches are each worth 15% of the final course grade.

Students are required to complete a midterm exam and a final exam using WebCT. Each exam will consist of multiple choice, true/false, matching, and short answer questions. Students must take the exams in the Testing Center on the scheduled date. No early or late exams will be given. Exams are open book.

Exams will cover required reading and films, as well as class lectures.

**MIDTERM EXAM: Thursday, February 28**  
**FINAL EXAM: Thursday, April 24**

Each exam is worth 25% of the final course grade.

## SCHEDULE

### Week 1: What is Women's History?

(Jan. 8 & 10)

READ: *Born for Liberty*, "Introduction"

### Week 2. Pocahontus

(January 15 & 17)

READ: *Born for Liberty* (Chp. 1)

READ: selected children's books on Pocahontus (we will look at books from the instructor's collection in class, but bring your own if you have any to share with the class)

WATCH: Nova: "Pocahontas Revealed" (shown in class)

### Week 3. Martha Ballard

(January 22 & 24)

READ: *Born for Liberty* (Chp. 2)

VISIT: Digital History, "The History of Private Life" at

[http://www.digitalhistory.uh.edu/historyonline/private\\_life.cfm](http://www.digitalhistory.uh.edu/historyonline/private_life.cfm) (read the essays on "Childbirth in Early America," "Courtship in Early America," and "Death in Early America")

VISIT: DoHistory, "A Midwife's Tale: The Life of Martha Ballard" at

<http://dohistory.org/book/index.html> and read the chapter entitled "[DECEMBER 1793 "Birth 50. Birth 51"](#)"

### Week 4. Abigail Adams

(January 29 & 31)

READ: *Born for Liberty* (Chp. 3)

READ: Joan Hoff, "The Negative Impact of the American Revolution on White Women," (handout)

READ: Mary Beth Norton, "The Positive Impact of the American Revolution of White Women," (handout)

WATCH: "John and Abigail Adams" (selections shown in class)

WEEKLY LEARNING JOURNAL ASSESSMENT # 1 DUE: Thursday, January 31  
Bring your journals to class

### Week 5: Helen Jewett

(February 5 & 7)

READ: *Born for Liberty* (Chp. 4)

READ: Nancy F. Cott, "Passionlessness: An Interpretation of Victorian Sexual Ideology, 1790-1850" (handout)

WATCH: "New York" (selections shown in class)

Week 6: Susan B. Anthony and Elizabeth Cady Stanton

(February 12 & 14)

READ: *Born for Liberty* (Chp. 5)

WATCH: “Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony” (selections shown in class)

VISIT: Website to accompany the film, “Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony” at

<http://www.pbs.org/stantonanthony/> (read, watch and listen to the popup section entitled, “Explore the Women’s Movement”)

Week 7: Sojourner Truth

(February 19 & 21)

READ: Nell Irvin Painter, “Soul Murder and Slavery” (handout)

READ: selections from *Narrative of Sojourner Truth, a Northern Slave* at

<http://digital.library.upenn.edu/women/truth/1850/1850.html#12>; (read the brief sections entitled, “Her Standing with Her New Master and Mistress,” “Isabella’s Marriage,” “A Slaveholder’s Promise,” and “The Matthias Delusion”)

Week 8: CLASS PRESENTATIONS AND MIDTERM EXAM

(February 26 & 28)

Week 9: Victoria Woodhull

(March 4 & 6)

READ: *Born for Liberty* (Chp. 6)

READ: Victoria Woodhull, “The Scare-Crows of Sexual Slavery” (handout)

READ: selected newspaper articles on the Beecher-Tilden scandal (handout)

WATCH: “America’s Victoria” (selections shown in class)

Week 10: Lizzie Borden

(March 11 & 13)

READ: *Born for Liberty* (Chp. 7)

VISIT: “Famous Trials: The Trial of Lizzie Borden, 1893” at

<http://www.law.umkc.edu/faculty/projects/ftrials/LizzieBorden/bordenhome.html>

(we will look at selected trial transcripts in class, but you might want to look at some of the photos and maps of the crime scene before class)

Week 11: SPRING BREAK

(March 17-20)

Week 12: Margaret Sanger

(March 25 & 27)

READ: *Born for Liberty* (Chp. 8)

READ: Nancy Wolloch, “Contraceptive Politics” (handout)

READ: Margaret Sanger, *What Every Girl Should Know* (1922); read selections at <http://digital.lib.msu.edu/collections/index.cfm?TitleID=130>

WEEKLY LEARNING JOURNAL ASSESSMENT #2: Thursday, March 17  
Bring your journals to class

Week 13: Eleanor Roosevelt  
(April 1 & 3)

READ: *Born for Liberty* (Chps. 9 & 10)

WATCH: "Eleanor Roosevelt" (selections shown in class)

LISTEN: selections from Doris Kearns Goodwin, *No Ordinary Time: Franklin and Eleanor Roosevelt: The Home Front During World War II* (cd provided by instructor)

Week 14: Marilyn Monroe  
(April 8 & 10)

READ: *Born for Liberty* (Chp. 11)

WATCH: "Gentlemen Prefer Blondes," "Bus Stop," and "The Misfits" (students should rent these films and watch them before class; excerpts will be shown in class)

Week 15: Fannie Lou Hamer  
(April 15 & 17)

READ: *Born for Liberty* (Chps. 12 & 13)

LISTEN: NPR, "Remembering Jim Crow: An Audio Documentary" (cd provided by instructor)

WATCH: "Eyes on the Prize" (selections shown in class)

Week 16: CLASS PRESENTATIONS AND FINAL EXAM  
(April 22 & 24)

This schedule is subject to change at the instructor's discretion. Changes will be announced to students in class and/or via e-mail.

## GRADING

Grades will be based on the instructor's assessment of student performance on the required assignments and exams.

Grades will be distributed as follows:

30% = Weekly Learning Journal

20% = Midterm Exam

20% = Final Exam

30% = Biographical Sketches

The grading scale is as follows:

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67- 69%
D	60 – 66%
F	0 - 59%

## **COURSE POLICIES**

**A. Attendance.** Attendance is required. Students with more than 3 unexcused absences will receive a grade of “F” for the course.

**B. Communication.** Students are encouraged to visit the instructor during her regularly scheduled office. Students who are not able to visit during these hours are welcome to schedule an appointment for another time. If you schedule an appointment but are not able to make it, please call or e-mail in advance to cancel.

Students are also welcome to contact the instructor via the WebCT e-mail system. The instructor cannot discuss course work or course grades with students except through the WebCT e-mail system. To access the WebCT e-mail system, log on to WebCT, enter the HIST 2800 course and click on the MAIL icon.

The instructor makes every effort to respond to e-mail from students within 24 hours during the week and within 48 hours during the weekends. Students are expected to make timely responses to e-mail inquiries from the instructor. Please include the course and section number in the subject line of your e-mails.

**C. Late Materials.** All assignments and exams must be turned in at the beginning of class on the scheduled due date. Papers submitted after the deadline will be deducted one-third of a grade for each day they are late.

**D. Missing/Rescheduling Exams.** Exams must be taken at the scheduled time. In cases of extreme personal or family emergency, students who provide a written excuse and/or documentation may reschedule the exam at the instructor’s convenience.

**E. Withdrawals/Incompletes.** During weeks 3-13 of the semester, students may withdraw from this course with the approval of the instructor and the student’s advisor. The instructor will approve withdrawals only if the student

provides evidence of extenuating circumstances such as personal illness or injury, death in the immediate family, or a change in work schedule to secure, maintain or change employment.

Students who have completed a least 75% of the course requirements but are unable to finish the remaining requirements due to documented illness or family emergency may request an incomplete (I) grade. Incomplete grades are granted at the discretion of the instructor.

**F. Academic honesty policy.** All assignments, projects, and exams required for this course must be the work of the student who submits them. Students who submit plagiarized, falsified, or copied work will receive no credit for the assignment, project or exam. Students who have submitted plagiarized, falsified, or copied work will not be given an opportunity to redo the assignment, project, or exam.

**The instructor will report all violations of the academic honesty policy to the Dean of Students in accordance with the policies and procedures outlined under “Student Rights and Responsibilities” in the CEU College Catalog.**

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Use of rude or offensive language and disruptive or hostile behavior will not be tolerated. Students who engage in such behavior will be asked to leave the classroom and may be subject to disciplinary action under the CEU “Student Rights and Responsibilities.”

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**H. Accommodation.** Reasonable accommodations are available for students who have a documented disability. If you are a student with a disability or special need, please contact the CEU Disability Resource Center immediately to arrange for accommodations that can assist you with this course. The Disability Resource Center is located in the SAC Building, Room 118. You may also contact the office by phone at 435.613.5670 or by e-mail at [DisabilityCenter@ceu.edu](mailto:DisabilityCenter@ceu.edu).

## *Internet / Course Management Sites*

- Susan Neel maintains web sites for all of her courses and uses Blackboard for assignments and assessments. Required reading and viewing materials are provided to students at no cost through the course web sites.

## *Library Holdings*

- Library holdings are adequate for introductory level survey courses in history. The internet provides convenient access to primary and secondary history sources suitable for the courses offered by the Department of History and there is little need to expend library money on acquiring print materials.

## *Other resources/technologies*

- The department holds its own collection of DVDs for instructional use. These include:
  - The Eyes on the Prize, PBS American Experience
  - The Civil War, Ken Burns documentary
  - New York, Ric Burns documentary
  - All of the PBS American Experience series on the U.S. Presidents

- All of the PBS series Empires
- The Teaching Company video courses on the history of Egypt, Africa, China, Europe since 1500, and the American Civil War.

# Documentation: Criterion 4

## Instructional Facilities, Equipment & Supplies

### Supporting Documents

Program Review

Spring 2010

- Space Utilization Report
- Risk Management Survey
- Emergency Evacuation Plan
- Equipment Inventory Report

History  
History

## Criterion 4

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*Space Utilization Report*

Not applicable

*Risk Management Survey*

Not applicable

*Emergency Evacuation Plan*

Not applicable

# Equipment Inventory Report

*History*

REPORT PAGE 45  
PROGRAM ID TSM300

College of Eastern Utah  
FINANCIAL RECORDS SYSTEM  
INVENTORY VERIFICATION LIST  
AS OF 04/30/09

DATE RUN 09/30/09  
TIME RUN 13:03:59  
CUSTODIAN = NEEL, SUSAN  
100000420

ASSET NO. (TAG NO.)	DESCRIPTION	MODEL NUMBER SERIAL NUMBER	ACQ. OWNER/ DATE TITLE TAGGED	HOW	COST	CAMP BLDG	RM/FLR	PURPOSE	COND	AVAIL
0071045-200	INTEL CORE 2 DUO APELEKARE	INTEL CORE 2 DUO QP75044X1W	04/30/2007	U	1,455.95	00		CBB		
TOTAL COST AND NUMBER OF ASSETS ACCOUNTABLE FOR IS					1					1,455.95

I CERTIFY THAT THE ABOVE LISTED ASSETS ARE WITHIN MY CUSTODY  
AND IN THE CONDITION DESCRIBED.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# Documentation: Criterion 5

## Enrollments

**Supporting Documents**  
**Program Review**  
**Spring 2010**

- Student Data
  - Student Credit Hours (SCH)
- Instructional Costs

# Criterion 5

## *Student Data*

- Student Credit Hours (SCH)

Fall 2008		Total Number of Students	Total Credit Hours	Total FTE
<b>Price Campus</b>		272	816	54.4
<b>Full Time Faculty</b>				
	<i>Susan Neel</i>	116	348	23.2
	<i>Jennifer Truschka</i>	38	114	7.6
<b>Part Time Faculty</b>				
	<i>Neal Peacock</i>	118	354	23.6
<b>Lecture Courses</b>				
	<i>HIST 1500</i>	61	183	12.2
	<i>HIST 1700</i>	205	615	41
	<i>HIST 2700</i>	6	18	1.2
<b>General Education</b>				
	<i>HIST 1500</i>	61	183	12.2
	<i>HIST 1700</i>	205	615	41
<b>Major Courses</b>				
	<i>HIST 2700</i>	6	18	1.2
<b>On Campus</b>				
	<i>HIST 1700</i>	172	516	34.4
	<i>HIST 2700</i>	6	18	1.2
	<i>HIST 1500</i>	38	114	7.6
<b>Distance Learning</b>				
	<i>HIST 1700</i>	22	66	4.4
	<i>HIST 1500</i>	23	69	4.6
<b>Online</b>				
	<i>HIST 1700</i>	11	33	2.2

Spring 2009	Total Number of Students	Total Credit Hours	Total FTE
<b>Price Campus</b>	174	522	34.8
<b>Full Time Faculty</b>			
<i>Susan Neel</i>	141	423	28.2
<b>Part Time Faculty</b>			
<i>Neal Peacock</i>	33	99	6.6
<b>Lecture Courses</b>			
<i>HIST 1510</i>	71	213	14.2
<i>HIST 1700</i>	94	282	18.8
<i>HIST 2710</i>	9	27	1.8
<b>General Education</b>			
<i>HIST 1510</i>	71	213	14.2
<i>HIST 1700</i>	94	282	18.8
<b>Major Courses</b>			
<i>HIST 2710</i>	9	27	1.8
<b>On Campus</b>			
<i>HIST 1510</i>	38	114	7.6
<i>HIST 1700</i>	78	234	15.6
<i>HIST 2710</i>	9	27	1.8
<b>Distance Learning</b>			
<i>HIST 1510</i>	33	99	6.6
<i>HIST 1700</i>	16	48	3.2

Fall 2009		Total Number of Students	Total Credit Hours	Total FTE
<b>Price Campus</b>		220	660	44
<b>Full Time Faculty</b>				
	<i>Susan Neel</i>	138	414	27.6
	<i>Jennifer Truschka</i>	38	114	7.6
<b>Part Time Faculty</b>				
	<i>Neal Peacock</i>	44	132	8.8
<b>Lecture Courses</b>				
	<i>HIST 1500</i>	82	246	16.4
	<i>HIST 1700</i>	135	405	27
	<i>HIST 2700</i>	3	9	0.6
<b>General Education</b>				
	<i>HIST 1500</i>	82	246	16.4
	<i>HIST 1700</i>	135	405	27
<b>Major Courses</b>				
	<i>HIST 2700</i>	3	9	0.6
<b>On Campus</b>				
	<i>HIST 1500</i>	38	114	7.6
	<i>HIST 1700</i>	111	333	22.2
	<i>HIST 2700</i>	3	9	0.6
<b>Distance Learning</b>				
	<i>HIST 1500</i>	44	132	8.8
<b>Online</b>				
	<i>HIST 1700</i>	24	72	4.8

Fall 2008		Total Number of Students	Total Credit Hours	Total FTE
<b>Blanding Campus</b>		23	69	4.6
<b>Faculty</b>				
	<i>No Data Available</i>			
<b>Lecture Courses</b>				
	<i>HIST 1700</i>	23	69	4.6
<b>General Education</b>				
	<i>HIST 1700</i>	23	69	4.6
<b>Distance Learning</b>				
	<i>HIST 1700</i>	23	69	4.6

Fall 2009		Total Number of Students	Total Credit Hours	Total FTE
<b>Blanding Campus</b>		28	84	5.6
<b>Faculty</b>				
	<i>Don Larson</i>	28	84	5.6
<b>Lecture Courses</b>				
	<i>HIST 1700</i>	28	84	5.6
<b>General Education</b>				
	<i>HIST 1700</i>	28	84	5.6
<b>Distance Learning</b>				
	<i>HIST 1700</i>	28	84	5.6

## *Instructional Costs*

HISTORY				
	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
FTE	85.2	91.4	87.2	89.2
*E&G Expenditures	57674	59745	59684	61683
Cost / FTE	677	654	684	692
*Includes full-time salaries, departmental operating funds, capital equipment expenditures, and adjunct faculty wages				

### 632472 - UEC History Online

	05-06	06-07	07-08	08-09	TOTAL
Budget/Revenue	-	-	-	3,375.00	3,375.00
Expenditures:					
Salaries	-	-	-	3,633.00	3,633.00
Wages	-	-	-	-	-
Benefits	-	-	-	861.52	861.52
Current Expense	-	-	-	-	-
Travel	-	-	-	-	-
Capital Outlay	-	-	-	-	-
Transfers	-	-	-	-	-
TOTAL	-	-	-	4,494.52	4,494.52
BALANCE	-	-	-	(1,119.52)	(1,119.52)