

## Teaching the Survey Non-Traditional Style

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TEACHING SURVEY COURSES at the university level can be a difficult task. The vast majority of students have to take survey classes as part of their curriculum and, as a result, bring a fair amount of resentment and/or ambivalence with them. Furthermore, many students already arrive on campus with negative opinions about history classes. This attitude has an impact on the students' dedication, affecting their study habits and classroom performance. Exams often illustrate this situation when students fail to grasp important material or simply make up answers. Having had my fair share of answers like the Black Death being one result of the Great Awakening, I started to rethink the structure of the survey. I had two goals in mind that the restructuring should accomplish: First, to have the survey better represent what historians do and, second, to overcome some of the negative opinions students bring with them into class.

After an unpleasant fall semester, the time for dramatic change had arrived. I revamped my survey by abolishing the textbook and short answer/essay exams. Instead, I assign three to four books and assess students with four to five short papers and two presentations/debates. I have used this approach successfully in three surveys (U.S. History until 1877, U.S. History since 1877, and World History since 1500) and wish to introduce my approach to the readers of *The History Teacher*, who might find some or all of the ideas useful in their own classes.

## **The Philosophy**

Underlying the adjustment was the philosophical understanding that history is not about the memorization of facts, names, and dates. Instead, history is about the interpretations of historical events, their causation, and their effects. Many of my students come from high schools where they had a dull experience with simple memorization, or, as past inquiries have shown, their history teachers were the stereotypical member of their school's athletic department. Therefore, my first goal is to change their attitude towards history. I show them that history has an organic character that changes and develops with each new generation.

On the first day, I introduce the concept of changing interpretations by showing a series of optical illusions. The images illustrate that one interpretation of a historical source can be just as good as another, but also that one has to be aware that there are always two sides to a story—if not more. A great tool to show the changes in interpretations is a group project based on James Axtell's "Europeans, Indians, and the Age of Discovery." In his article, Axtell points to misspelled names of explorers, textbook authors confusing tribal and language names, and the underrepresentation of Africans, Native Americans, and non-English colonists.<sup>1</sup> After reading the article, I divide the class into small groups and give each group a different textbook for them to assess. Small two- or three-person groups work best for the project. At the end of the activity, the students are left surprised as to what textbooks do and do not tell them.

Furthermore, these types of activities already from the start help develop skills such as the ability to think and read critically, form cohesive and well-supported arguments, and improve writing, which will benefit students once they enter the job market. The inclusion of presentations/debates helps students with public speaking and presentation skills. And finally, the global approach to all my surveys, especially my U.S. history courses, is to make students sensitive to international connections, global trends, and cross-border exchanges, which will benefit them in a competitive global job market.

## **The End of the Textbook**

Since reading James Axtell's article, I was leery about using textbooks.<sup>2</sup> Furthermore, in early U.S. history, moving beyond the usual Anglo-centric narrative and introducing other colonial experiences like the French in Louisiana or the Spanish in New Mexico made finding a good, inexpensive survey textbook a challenge.<sup>3</sup> One of the most important reasons for abandoning textbooks came when I found out about the substantial

bookstore mark-up. After calculating the prices, I discovered that a cheap textbook and one small paperback cost about \$75. A combination of three good quality paperbacks for my U.S. History until 1877 only costs \$71.<sup>4</sup> For the four books used in my World History since 1500 and the four books used in my U.S. History since 1877, students pay \$83.<sup>5</sup>

Therefore, it was an easy decision to abandon textbooks in favor of giving students several more focused books of a much higher quality. I do not make students read the entire book. They read about 18 to 25 pages per class, which should be about one hour of reading for every one hour of class. Since I am still considering the courses to be experimental, I take the students' feedback about the readability of the books seriously and change books if students find a book too dense or difficult. As a result, I have abandoned Felipe Fernández-Armesto's *Pathfinders* in my World History since 1500 and instead use John H. Parry's *The Age of Reconnaissance*.<sup>6</sup> While these various books have worked well for my teaching, others might want to alter the book choices based on their own strengths or their course's direction and theme.

### **From Exams to Papers**

In my opinion and experience, exams are inadequate in assessing students' writing ability and historical thinking skills, so I decided to move towards papers. First, I divided the survey into four to five sections depending on the course. In the U.S. History until 1877 survey, the four sections include Native American Agriculture, Atlantic World from 1450 to 1800, Atlantic Revolutions from 1688 to 1830, and Atlantic Abolition. In U.S. History since 1877, the four sections include Reconstruction and New South, Gilded Age and Progressive Era, Interwar and World War II America, and Cold War America. In World History since 1500, the five sections include Oceanic Empires, Imperialism and Revolution, Mid and Late Nineteenth-Century Challenges, the Second Thirty Years' War, and Cold War and Decolonization (see Appendix A for a sample syllabus).

For each of these sections, I provide a series of five to seven prompt questions. For example, the prompt questions for the Atlantic World from 1450 to 1800 section are: How did it come that Europeans started to explore foreign worlds? What were the reasons Portugal and Spain were challenged in the Atlantic World? What were the differences between the Spanish, Russian, English, and French experiences? How did the Europeans treat the Native Americans they encountered? How did the Native Americans react? What was the importance of slavery in the colonial experience, especially in Virginia and Louisiana? How important is the role of Africa when talking about the American colonial experience in the Atlantic World?

These questions guide the lecture and address some of the major themes dealt with during the section. If students are hard-pressed to figure out a paper topic, they can fall back on these questions for ideas. However, students can pick within each section a topic, theme, or question they wish to discuss in their paper. The only requirement is that they use a combination of the assigned books, primary sources, and lectures as their source of information, thus eliminating the need for any outside research. If a student wishes to do a different topic within the section that requires outside research, they usually get permission after talking with me about their intended sources.

It is important in a survey course with many first-year college students to provide clear guidelines in order for students to understand what is expected. On the syllabus, I sketch out a basic rubric on how papers are assessed. A more elaborate rubric is available on the course website (in our case, Blackboard), where students can see what is required for an “A” paper (see Appendix B for the full paper rubric). Grading is based on five criteria. In the introduction and conclusion section (20%), I ask students to offer a clear statement of their argument and a brief synopsis of what they will present. The body (50%) is graded based on the presentation of the material, how well students understand the material, how they integrate the various sources, and how well they develop their argument. The remainder derives from their ability to present the argument without spelling mistakes (10%) and grammatical errors (10%), and how well the paper follows the formatting guidelines (10%). Each student must include with the paper a checklist, where he or she confirms that their margins are correct, that they have made an argument, that they used the correct book, and that they did not plagiarize. The checklist contains a reduced rubric, where I provide grades on all five criteria individually, thus creating transparency in the grading process (see Appendix C for the paper checklist).

While I was initially worried how a course based only on papers would be received, my fears proved unnecessary. Initially, I set a word limit of 800 words. It was soon clear that 800 words were insufficient, and students asked to be allowed to write longer papers, since they had difficulty condensing the material. As a result, I abandoned the previous limit and instead instituted a minimum word count of 1,200 words. While there are always students who barely make the minimum, I have at least a handful who sometimes go as high as 3,000 words.

Overall, it is a great joy to see students strive to write and develop historical thinking skills by combining primary and secondary sources. Of course, there are bound to be students who do not like writing papers and wish for a multiple-choice Scantron exam. However, the majority of my students have responded surprisingly well to the changed assessment

style. They enjoy the ability to pick their own topic and write as much as they desire. Many quickly realize that by taking good notes, the papers are relatively easy to prepare. Based on grades and the quality of the papers, I can see a significant improvement.

### **Plagiarism**

The biggest concern about allowing students to write their papers at home is, of course, plagiarism. I spend time on the first day talking about plagiarism, informing them that there is a zero-tolerance policy. Since close paraphrasing had been a problem in the past, I offer a short extra credit assignment on paraphrasing. I provide students with a short text passage that they have to paraphrase correctly and incorrectly in order to understand the difference, which has significantly reduced the number of close paraphrasing cases. Furthermore, on the syllabus, I ask students to indicate that they understand what plagiarism entails. The paper checklist, too, has them confirm that they have not plagiarized, closely paraphrased, or used unauthorized Internet sources. Finally, all papers are submitted through the Blackboard SafeAssign system, an anti-plagiarism software. This abundance of safety nets may be interpreted as overkill, but it seems to have scared off many potential offenders.

Prior to the paper assessment, I had on average two cases of plagiarism per assignment, out of 120 students. In the first semester that I used the paper-based assessment, I had a total of three plagiarisms (two of them from the same person) from well over 450 papers. I chose to assume that most students quickly realize that writing a paper based on some readings and class notes is not a difficult task and not worth plagiarizing.

### **Presentations/Debates**

Another change, building on the philosophy that history is more than facts and dates, is the inclusion of small historical presentations/debates, which use primary sources and are to encourage critical and historical thinking as well as improve presentation skills. Each student does two presentations of their choice during the semester. The presentations are structured as debates between two—and occasionally three or four—different viewpoints. While some topics, such as a debate over Protestantism and Catholicism or a debate concerning the differences between James II and William of Orange, are historically important, they tend not to draw students in as much. Other topics, like the morality and profitability of the slave trade or the rift between British, Loyalists, and Patriots, have more emotions involved. Other topics are controversial in

nature and introduce students to the difficult choices people had to make in the past, including decisions related to the Belgium Congo, Nanking Massacre, or the Jewish reaction to the developing Holocaust.

All presentation topics, which are accompanied by a series of primary sources, are representative of the time, but also frequently have modern lessons in them. For example, the question of outsourcing workers for machines, which troubled the relationship between workers and industrialists during the Industrial Revolutions, still holds important lessons for modern business relations. The presentations also offer a basis to start a conversation/discussion with the class. Some of the best recent experiences were when, after a presentation, the discussion continued and restricted the actual lecture to a mere fifteen minutes of the fifty-minute class. These discussions and presentations create a much more interactive classroom; they also give students a wider role in the direction and structure of the class.

### Conclusion

Based on my experience, I highly recommend the change to a non-exam based survey. Students enjoy this approach more than the traditional one and the experience is much closer to what we as historians actually do. After all, historians do not engage in the memorization of facts or names. Therefore, class environments and assessments of this nature do not represent accurately our profession to students who might only take one history course in college. A paper-based course offers much more freedom and creativity to students and instructors. In addition, they learn valuable skills that will benefit them down the road in college and in their jobs.

### Notes

1. James Axtell, "Europeans, Indians, and the Age of Discovery in American History Textbooks," *American Historical Review* 92, no. 3 (June 1987): 621-632.

2. Another interesting work on textbooks is Thomas C. Holt, "Reconstruction in United States History Textbooks," *Journal of American History* 81, no. 4 (March 1995): 1641-1651.

3. So far, the best textbook I have found is Gary B. Nash, et al., *The American People: Creating a Nation and a Society* by Pearson Higher Education. However, the price of the book has kept me from assigning it.

4. I currently assign Jack P. Greene and Philip D. Morgan, eds., *Atlantic History: A Critical Appraisal* (New York: Oxford University Press, 2009); Wim Klooster, *Revolutions*

*in the Atlantic World: A Comparative History* (New York: New York University Press, 2009); Seymour Drescher, *Abolition: A History of Slavery and Antislavery* (New York: Cambridge University Press, 2009).

5. For World History since 1500, I use John H. Parry, *The Age of Reconnaissance: Discovery, Exploration and Settlement, 1450 to 1650* (Berkeley, CA: University of California Press, 1981); Klooster, *Revolutions in the Atlantic World*; Eric Hobsbawm, *The Age of Capital, 1848-1875* (London, U.K.: Weidenfeld & Nicolson, 1962); Frank McDonough, *The Origins of the First and Second World Wars* (Cambridge, U.K.: Cambridge University Press, 1997). For U.S. History since 1877, I use Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (New York: Vintage Books, 2005); Vincent P. De Santis, *The Shaping of Modern America, 1877-1920* (Wheeling, IL: Harlan Davidson, 2000); William E. Leuchtenburg, *The Perils of Prosperity* (Chicago, IL: University of Chicago Press, 1958); James T. Patterson, *Grand Expectations: The United States, 1945-1974* (New York: Oxford University Press, 1996).

6. Felipe Fernández-Armesto, *Pathfinders: A Global History of Exploration* (New York: W. W. Norton, 2007); Parry, *The Age of Reconnaissance*.

## Appendix A: Course Syllabus

### HIST 1123 World History since 1500

Please check your e-mail and Blackboard (learn.uark.edu) frequently. I will be sending you course information via e-mail or post updates on Blackboard. Please note that I do strive to answer any questions/concerns you pose via e-mail as soon as possible. I do not and cannot guarantee that you will get an immediate response via e-mail at all hours of the day.

I am here to help you—do not hesitate to ask me for help!

#### Course Description

Five hundred years are a long time, and many civilizations rose and fell during the five centuries covered in this course. In a sixteen-week course, it is not even remotely possible to introduce the many peoples who inhabited the world and explain social and cultural developments. Instead, this course will focus on five major developments that connected the various parts of the world—imperialism, revolution, unification/nationalism, global war, and decolonization. While the course is slightly Eurocentric, there will be as much attention given to non-European peoples as time permits.

This course is designed and taught very differently from other introductory courses. As a historian, I do not believe in the memorization of names, dates, places, and events. Since for most of you, this is the only history course you will ever take in college with a professional historian, it is also the only time you will

get a chance to become a historian. However, the course has larger goals in mind that will benefit you in future college classes and your professional career, such as improving your writing, presentation, and critical thinking skills.

This course requires more reading and writing than your usual introductory history course. Based on the lectures, scholarly arguments, and primary sources, you will construct and defend arguments for historical epochs. If you have problems with the workload required in this course, the way it is taught, the policies, or the instructor's spoken English, you should change to one of the other sections. There is no need to force yourself through a course you hate and get a bad grade. If you feel that this course is right for you, then I welcome you to join our journey, which will hopefully be an enjoyable, eye-opening, and memorable experience.

### Required Readings

Due to the unique set-up of this course, there is no insanely overpriced textbook. Instead, I have ordered four historical monographs that cover most of the period in question. You are required to read substantial sections of these books. You cannot expect a grade higher than a C if you did not read the books!

John H. Parry, *The Age of Reconnaissance: Discovery, Exploration and Settlement, 1450-1650*

Wim Klooster, *Revolutions in the Atlantic World: A Comparative History*

Eric Hobsbawm, *The Age of Capital, 1848-1875*

Frank McDonough, *The Origins of the First and Second World Wars*

Additional readings can be found on Blackboard

### Grading

Papers 1 and 2	30 pts. each	10% each	A ≥ 270 pts.
Papers 3, 4 and 5	40 pts. each	13⅓% each	B = 240-269 pts.
Reading Quizzes	40 pts.	13⅓%	C = 210-239 pts.
Presentation	40 pts.	13⅓%	D = 180-209 pts.
Participation	40 pts.	13⅓%	F ≤ 179 pts.
<b>Total</b>	<b>300 pts.</b>	<b>100%</b>	

### Assignments

All **papers** are take-home. Hard copies are due in class, with e-copies provided to the appropriate Blackboard SafeAssign on the day indicated in the schedule. Lateness is unacceptable and I will deduct 25% from the assignment grade for every 24 hours (weekends count as one 24-hour period) that your work is late and/or incomplete (lacking a hard copy or a SafeAssign submission). If you are going to be absent on the due date, hand the paper to me early!

Your papers need to indicate that you have read the books and have a grasp of the lecture material. All papers must have attached the filled out and signed paper checklist, which is provided on Blackboard. You will find below an outline of the class schedule, including the theme and questions for the paper in each section.



Papers are graded based on the following guidelines:

*A paper:* An excellent paper needs to have a solid argument with a thesis statement and supporting evidence. Evidence should come from the lectures, the required reading (book) for the section, and the primary source debates. The paper will be well written, with good transition sentences and minor grammatical or spelling errors, and will flow smoothly.

*B paper:* A good paper also has a solid argument with a thesis statement and supporting evidence. The paper utilizes the lectures and the required reading to support the argument. The paper will be well written, with good transition sentences and few grammatical or spelling errors, and will flow smoothly.

*C paper:* An average paper only answers the questions raised for the section, but does not develop an argument of its own. The paper is based heavily on the lectures and barely utilizes the required reading. The paper has some writing issues, including weak transitions, a repetitive sentence structure, and many grammatical/spelling errors.

*D paper:* A fair paper barely answers the questions raised for the section and does not develop an argument of its own. The paper is based solely on the lectures without utilizing any of the readings. The paper has many writing issues, including weak transitions, a repetitive sentence structure, and many grammatical/spelling errors.

*F paper:* A poor paper answers the questions for the section inadequately and illustrates problems understanding the lectures. The paper is written sloppily, giving the appearance of a first draft.

In addition, an automatic zero will be given if the paper presents as the student's work "the words, ideas, or arguments of another person or [uses] the work of another without appropriate attribution by quotation, reference, or footnote." Arguments or material that is "paraphrased in such a way as to lead the reader to believe that they originated with the writer" will also result in a zero on the assignment. You may incur additional sanctions through the university.

Each student will pick two topics from a list of 25 possible topics on which s/he will make a short 5-8 minute in-class **presentation**. The presentations are supposed to be short debates of opposing viewpoints. Specific questions and detail on the topics can be found on Blackboard. You are asked to briefly introduce the viewpoint that you present and then engage in a historically correct debate with your partner based on a series of primary sources. You will be graded on how well you represent your viewpoint (30 pts.) and a brief (500-word) synopsis co-written by both group members (10 pts.). There will be no possibility to make up your presentation. If you miss your presentation, your partner will have to perform alone with me as ad hoc partner, and you will receive an F (zero) for the presentation.

The **participation** portion of your grade will be assessed according to both your oral participation (or Blackboard discussion participation) and lecture attendance. Attendance will be taken at the discretion of the instructor on days of his choosing throughout the semester.

“The space cadet”—an F student. The student attends less than 60% of the classes and actively pays attention, but does not participate orally or makes comments that are repetitive of another student or off topic. The student does not actively pay attention for a majority of the time and does not take notes.

“Not really getting it but earns credit for trying”—a D student. The student attends about 60% of the classes and makes a contribution to the class, but the quality of the comments do not significantly advance the discussion of the meaning of the material or of the course theme. The student does not actively pay attention for a majority of the time and occasionally takes notes.

“Doing okay”—a C student. The student attends about 70% of the classes and makes insightful and solid contributions to the discussion that show a cursory understanding of the reading and/or marginally advance the discussion of the class. This student also is attentive throughout the entire class session. The student actively pays attention and takes notes for a majority of the time.

“Doing well”—a B student. This student attends about 80% of the classes, makes insightful contributions to the discussion that show a detailed knowledge of the readings or advance our understanding of the material and the course theme. The student actively pays attention for a majority of the time and takes notes at all times.

“The pinnacle of success”—an A student. This student attends classes with an impeccable record, makes frequent, dynamic, and insightful contributions to the discussion that show a detailed knowledge of the readings and advance our understanding of the material and course theme. The student actively pays attention and takes notes at all times.

Only three opportunities for **extra credit** will be offered in this class. On the second day of class, a syllabus quiz will be given and you have to hand in the syllabus agreement form at the same time. This ensures that you have both read the syllabus and understand it. You can earn up to 8 points—4 points for handing in the syllabus agreement and a maximum of 4 points for answering correctly the eight questions about the syllabus. An additional 10 points are possible for doing the “Paraphrasing and SafeAssign Exercise”—please see Blackboard for details. A final 6 points are possible for attendance of a public lecture or possible movie screening on campus—details will be provided later in the semester. Please do not inquire for any other extra credit opportunities since no additional ones will be given.

**Rounding**

Rounding is done at the sole discretion of the instructor, and 89.5% does not make an automatic A if the student has a record of disruptive behavior or the instructor feels that a higher grade would not be justified.

**Grade Grievances Policy**

If a student is unhappy with a grade and wants the instructor to reconsider the grade, the student has to hand in a one-page paper detailing the reasons why the student feels the assignment was misgraded, along with the graded assignment. The grievance must be turned in within 48 hours of when the assignment was originally returned to the student in class. Students who are absent when the assignments are returned will not be given extra time. The same policy applies for complaints about final grades. The instructor reserves the right to completely reevaluate a grade for which a complaint is received, which means that the grade can improve, but could also be lower.

**Inclement Weather Policy**

If the university closes due to inclement weather, we will not have class. If there is bad weather but the university is not closed and you find it dangerous to come to campus, I trust you to make an honest assessment if you should come to class. In case the university closes, monitor your e-mail and Blackboard, since a lecture will likely be given using Blackboard Illuminate close to the regular class time.

**General Notes**

You know how to behave. You are adults and no longer high school adolescents. My expectation is that you would behave in the classroom as you would behave in your professional career. In order to be successful in college, you should consider your attendance at the university a full-time job, which requires an eight-hour workday. Of course, like in every job, there will be days where you have a deadline to meet and need to put in extra time. Very similar to a real job, you cannot do certain things without punishment. In the real world, your boss would fire you for certain behaviors or failure to meet deadlines. Here, you will suffer a bad grade. Very similar to certain workplace ethics, this class, too, has certain guidelines that you need to follow. Most of them should be common sense, but, unfortunately, experience has shown they are not.

For this class period, I will give you my undivided attention. I expect the same from you. Therefore, I expect you to be in class on time. It is a disruption of the class and rude to your instructor and classmates if you come in late. This room does not facilitate a silent late entry and unless you want to have an embarrassing experience, you should not come in late!

Proper e-mail etiquette (student name, class name, and proper addressing of the instructor) is required if you wish for your e-mail to be answered in a timely fashion. Remember that I am neither your boy/girlfriend, nor your drinking buddy!

Turn off all cell phones (and similar gadgets) before class. You are not allowed to use them during class and I can tell if you are secretly trying to use them under

the desk. If caught, I will kick you out of the class for the day and deduct one percentage point from your final grade!

Laptops can only be used in the first two rows and only for note taking. Any other use is prohibited. If caught violating this policy, your privileges will be revoked for the rest of the semester and your final grade reduced by three percentage points.

There is no eating, sleeping, snoring, goofing around with your neighbor, doing homework, or other disruptive or rude behavior during class. This will incur the same penalty as cell phones.

### **Academic Honesty**

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

“Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy, which may be found at <http://provost.uark.edu>.

“Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

Academic integrity is the most important component of collegiate education. It is your own responsibility to familiarize yourself with the University’s Academic Integrity Policy and Sanctions Rubric. Ignorance of the policy does not constitute innocence. If caught cheating, plagiarizing, or closely paraphrasing, you will be penalized to the full extent of the university’s sanctions (F/zero points on the assignment) and referred to the Academic Integrity Monitor.

### **Disclaimer**

I reserve the right to make changes to this syllabus or give quizzes at any time during the semester. All changes will be announced in class and on Blackboard.

## Class Schedule

### **Section I: Introduction** (week of January 16)

Wednesday: Syllabus

Friday: What is History?

### **Section II: Oceanic Empires** (week of January 23 and 30 and February 6)

Questions: How did it come that Europeans started to explore foreign worlds? What were the reasons Portugal and Spain were challenged in the Atlantic World? How did the Indian Ocean World (including the Pacific) differ from the Atlantic World experience? Was there a fundamentally different approach? How did the peoples in the various regions deal with the changed reality? Was European civilization superior (this should not be limited to military issues)?

Monday: World in 1500

Wednesday: Exploration (Parry, 131-145)

Friday: The Indian Ocean World: Mughal India

Monday: The Indian Ocean World: Swahili Coast

Wednesday: The Pacific World (Parry, 190-206, 242-257)

Friday: The Atlantic World: Spain (Parry, 146-176) (Presentation 1)

Monday: The Atlantic World: Portugal (Parry, 258-272) (Presentation 2)

Wednesday: Invasion of the Atlantic (Parry, 177-189) (Presentation 3)

Friday: Discussion (**Paper 1**)

### **Section III: Imperialism and Revolution** (week of February 13, 20, and 27)

Questions: From 1776 to 1825, the world changed, but were the revolutions in the Atlantic World radical or reactionary? How did the conflicts preceding the Age of Revolution affect the revolutions? How were the French, Haitian, Spanish, and Spanish-American Revolutions different from the American Revolution?

Monday: Revolution of 1688 (Klooster, 1-10) (Presentation 4)

Wednesday: Imperial Conflicts, 1688-1763

Friday: Imperial Conflicts, 1688-1763

Monday: Atlantic Revolution, 1776 (Klooster, 11-44) (Presentation 5)

Wednesday: Atlantic Revolutions, 1789 (Klooster, 45-83) (Presentation 6)

Friday: Atlantic Revolutions, 1791 (Klooster, 84-116) (Presentation 7)

Monday: Atlantic Revolution, 1808-1820 (Klooster, 117-157) (Presentation 8)

Wednesday: New World Order, 1815-1848

Friday: Discussion (**Paper 2**)

**Section IV: Mid and Late Nineteenth-Century Challenges** (week of March 5, 12, and 26)

Questions: The mid-nineteenth century saw major challenges to the status quo, but why was liberal nationalism unsuccessful to overcome the monarchical order? How did the unification scheme advanced during this period alter the world? Was the upheaval at mid-century important in bringing about industrialization and imperialism? How does nationalism figure into this question? Why does Eric Hobsbawm classify this period as an Age of Capital and not an Age of Revolution, Empire, or Unification?

Monday: Revolutions (Hobsbawm, 1-26) (Presentation 9)

Wednesday: Reaction (Hobsbawm, 98-115)

Friday: Peripheral Challenges (Hobsbawm, 69-81) (Presentation 10)

Monday: Wars of Unification (Hobsbawm, 82-97) (Presentation 11)

Wednesday: Wars of Unification

Friday: Second Industrial Revolution (Hobsbawm, 29-68) (Presentation 12)

Monday: Imperialism Asia (Hobsbawm, 116-169) (Presentation 13)

Wednesday: Imperialism Africa (Presentation 14)

Friday: Discussion (**Paper 3**)

**Section VI: Thirty Years' War** (week of April 2, 9, and 16)

Questions: Why is it appropriate to call the period from 1914 to 1945 a Thirty Years' War? Did the outcome of the First World War significantly influence the start of the Second World War? Why could you claim that the Paris Peace Conference was the most shaping of events of this period for world history? How do the two wars compare and contrast?

Monday: World War I Origins (McDonough, 3-21) (Presentation 15)

Wednesday: World War I Europe

Friday: Russian Revolution (Presentation 16)

Monday: Paris Peace Conference (McDonough, 24-3 , 43-67) (Presentation 17)

Wednesday: Interwar Europe and Empire (Presentation 18)

Friday: World War II: Asia (Presentation 19)

Monday: World War II: Europe (McDonough, 69-88, 90-111) (Presentation 20)

Wednesday: World War II: Endgame (Presentation 21)

Friday: Discussion (**Paper 4**)

**Section VII: Cold War and Decolonization** (week of April 23 and 30)

Questions: How did the development of the Cold War influence the end of Empire and the decolonization process? Were the conflicts of the early Cold War influenced by the unwillingness of the European powers to give up their empires? How do the French and British decolonization experiences

compare and contrast? How did Africa illustrate the possible cooperation and conflict between the Cold War superpowers?

Monday: Decolonization India (Kulke, *A History of India*, 276-313) (Presentation 22)

Wednesday: East-West Conflict: Europe (reading TBA) (Presentation 23)

Friday: Decolonization Algeria (Fanon, *Algeria Unveiled*, 43-55) (Presentation 24)

Monday: Suez and Cuba (Kyle, *Britain and the Crisis*, 103-130) (Presentation 25)

Wednesday: Discussion (**Paper 5**)

This agreement form asserts that you have reviewed and read the syllabus and that you understand the policies and requirements stated therein. You are not considered part of the class until the instructor receives your signed copy of this form.

### SYLLABUS AGREEMENT FORM

I, \_\_\_\_\_ (print name), have reviewed the syllabus, course policies, and class schedule within the syllabus on \_\_\_\_\_ (date), 20\_\_ (year) and understand the classroom policies, expectations, and rules as stated in the syllabus, course policies, and class schedule. I understand that a printable/downloadable copy of this syllabus is available on the course's Blackboard page and on <<http://history.uark.edu/index.php/syllabi>>. By signing this form, I agree both to comply with the policies outlined and accept the policies and expectations for this course.

The following documents have been reviewed: (please initial each one)

\_\_\_\_\_ Syllabus  
                   (readings, grading, attendance, make-up policy, code of conduct, academic honesty)  
 \_\_\_\_\_ Course Schedule  
 \_\_\_\_\_ Paper Guidelines

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### PLAGIARISM

“Plagiarizing, that is, the offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another (in print, electronic, or any other medium) are reproduced without acknowledgement and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is not sufficient to provide a citation if the words of another have been reproduced—this also requires quotation marks. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted.” *Academic Integrity Sanction Rubric*

It is against school policy to plagiarize. Therefore, by signing this form, I, \_\_\_\_\_ (print name), understand that plagiarism is wrong. I further understand that close paraphrasing is a plagiarism offense and will be punished accordingly. Finally, I understand that if I choose to plagiarize, I will be penalized to the full extent of the university’s sanctions (F/zero points on the assignment) and referred to the Academic Integrity Monitor.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



## Paper Guideline

All papers are take-home. What argument you are going to make in your papers is left entirely up to you as long as you adhere to the following basic guidelines:

1. Your introduction should include a brief statement of what you are about to present. What is the subject you are about to deal with? What made the events so significant? Be specific, since “had a major impact on world history” does not count. The introduction should also include a well-defined thesis statement that clearly states what you are about to argue or what viewpoint you are defending.

2. In first paragraphs of the body ( $\frac{1}{3}$  to  $\frac{1}{2}$  of the body), you should give a basic chronology of the event, person, or other topic you are using. Your material should come from the lectures. This should not be one paragraph, but should have appropriate breaks when you are changing direction. You need to illustrate in this section that you understand the event, person, or other topic and can provide both detail and context.

3. In the next section of your paper ( $\frac{1}{3}$  to  $\frac{1}{4}$  of the body), you need to illustrate that you have read the related material in the assigned reading, and that you have a grasp of what the author was arguing for the particular topic you are interested in as well as how that material relates to the lectures. You want to provide a brief summary of the argument and point out if and how it contradicts the lectures. You should be sparing with quotes from the book, but at the same time not be too generic that one could get the impression that you did not read the material.

4. The final body paragraph ( $\frac{1}{3}$  to  $\frac{1}{4}$  of the body) should include a primary source discussion. In the course of each section, there are primary sources provided and discussed—if you pick a topic not covered by the primary sources, let me know and I will help you locate a primary source. In your discussion, you should address, first of all, who the author is, where s/he fits into the narrative, and what makes the primary source representative for your discussion. You can talk about what the primary source says and how that relates to your topic.

5. In your conclusion, you need to tie the various parts of your paper together. What was your thesis statement again? What was the event, person, or other topic again? What was the significance to history? How did the assigned reading pertain to the topic and deal with the topic? How did the primary source add to the understanding of the topic? Finally, you need to provide a sense of closure.

Your papers should be about 1,200 words in length (fewer than 1,100 words is not acceptable). Quotes do not count! Use 1-inch margin, 12-point Times New Roman font, and double space! Citations should be consistently in MLA, APA, or Chicago (use the one you are most familiar with). Usage of proper, academic English is required (consistent tense use, no passive voice, no contractions)! Papers should be printed on good-quality white paper with black ink! I will not accept duplex printing!

**ABSOLUTELY NO PLAGIARISM! NO CLOSE PARAPHRASING!  
NO COOPERATION! NO USE OF INTERNET SOURCES!  
NO USE OF ROOMMATE PAPERS!**

## Appendix B: Paper Rubric

	<b>EXCELLENT</b>	<b>GOOD</b>
<b>INTRODUCTION &amp; CONCLUSION</b> <b>20%</b>	<p>The introduction contains a clear understanding of what the section was about and addresses the questions asked for the section in the student's own words. The introduction has a clear and persuasive thesis statement.</p> <p>The conclusion addresses the questions raised for the section, mentions the thesis again, and provides a sense of closure to the argument.</p>	<p>The introduction contains an understanding of what the section was about and addresses the questions asked for the section in the student's own words. The introduction has a clear and persuasive thesis statement.</p> <p>The conclusion addresses the questions raised for the section, mentions the thesis again, and provides a sense of closure to the argument.</p>
<b>BODY</b> <b>50%</b>	<p>The body of the paper addresses the section's questions and supports the paper's argument with well-chosen evidence from the lectures, the secondary source readings, and the primary sources. The material presented indicates an understanding of all three sources used with accuracy, but also the student's own interpretations.</p>	<p>The body of the paper addresses the section's questions and supports the paper's argument with well-chosen evidence from the lectures and the secondary source readings. The material presented indicates an understanding of all sources used with accuracy, but also the student's own interpretations.</p>
<b>MECHANICS</b> <b>10%</b>	<p>The structure of the paper flows and is easily read because of smooth transitions. It uses complete sentences and a variety of sentence types.</p>	<p>The structure of the paper flows and is easily read because of smooth transitions. It uses complete sentences and a variety of sentence types. There is 1 incomplete sentence, fragment, or run-on sentence.</p>
<b>SPELLING</b> <b>10%</b>	0-2 spelling errors or typos (All errors are counted)	3-4 spelling errors or typos
<b>FORMAT</b> <b>10%</b>	The format followed all guidelines.	The format followed all guidelines.

<b>AVERAGE</b>	<b>FAIR</b>	<b>POOR</b>
<p>The introduction contains an understanding of what the section was about and addresses the questions asked for the section in the student’s own words. The introduction, however, lacks a thesis statement.</p> <p>The conclusion addresses the questions raised for the section, and provides a sense of closure to the argument.</p>	<p>The introduction contains a vague understanding of what the section was about and only addresses the questions asked for the section.</p> <p>The conclusion restates the questions raised for the section, but does not provide a clear sense of closure.</p>	<p>The introduction contains only a restating of the questions asked for the section. There is no argument or illustration of an understanding of what the major theme was.</p> <p>The conclusion also only restates the questions raised for the section, but does not provide a clear sense of closure.</p>
<p>The body of the paper addresses the section’s questions with evidence from the lectures, but the required readings are used only sporadically or not at all. The material presented indicates some understanding of the lectured on material, but there is a lack of the student’s own interpretations.</p>	<p>The body of the paper addresses the section’s questions with evidence only from the lectures. The material presented indicates some understanding of the lectured material, but there is a lack of the student’s own interpretations.</p>	<p>The body of the paper vaguely addresses the section’s questions with evidence only from the lectures. The material presented indicates clear deficiencies in the understanding of the lectured material and there is a lack of the student’s own interpretations.</p>
<p>The structure of the paper flows and is easily read, but 1 or 2 transitions are faulty or missing. There is some illogical order in sequence of topics. There is 1 incomplete sentence, fragment, or run-on sentence.</p>	<p>The structure of the paper does not follow a logical order. The writing or ideas jump around; it is not cohesive. There are 2 incomplete sentences, fragments, or run-on sentences.</p>	<p>The structure of the paper does not follow a logical order. There are no transitional phrases. There are more than 2 incomplete sentences, fragments, or run-on sentences.</p>
<p>5-6 spelling errors or typos</p>	<p>7-8 spelling errors or typos</p>	<p>9 or more spelling errors</p>
<p>The format followed guidelines except for 1.</p>	<p>The format followed guidelines except for 2.</p>	<p>The format does not follow guidelines.</p>

## Appendix C: Paper Requirements Checklist

**Requirements Checklist**

- Clear Statement of Thesis
- 1" Margins
- Double-Spaced Lines
- 12pt. Times New Roman
- No Duplex Printing
- Word Count (insert at end)
- About 1,200 Words (no less than 1,100 words)
- Citations (if needed)
- No Wikipedia Citations
- Required Book \_\_\_\_\_
- Submitted on Blackboard SafeAssign

I, \_\_\_\_\_ (print name), am aware that by not following the paper guidelines, my paper grade will be lower as indicated on the rubric sheet. I also affirm that this paper contains my thoughts and my thoughts alone. All ideas taken from other sources have been given due credit. I further certify that I have not used outside help in writing this paper. I have not plagiarized, cheated, or closely paraphrased.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**For Instructor use only**

<b>INTRODUCTION &amp; CONCLUSION</b>	/
<b>SUMMARY</b>	/
<b>MECHANICS</b>	/
<b>SPELLING</b>	/
<b>FORMAT</b>	/
<b>Total</b>	/