THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

History Department Faculty Teaching Handbook

Policies and Resources for History Faculty and Instructors

UNCG History Department
2129 Moore Humanities and Research Administration
P.O. Box 26170
Greensboro, NC 27402-6170
336.334.599s Phone
336.334.5910 FAX
his.uncg.edu

Table of Contents

Purpose of this Handbook

This handbook provides important information about University and Departmental policies and best practices for teaching undergraduate courses. All department instructors are expected to be informed about these policies in designing courses appropriate to the UNCG General Education Program (GEC) and the History Major. Instructors will find information about how to prepare course syllabi in alignment with learning goals for the major and for general education courses; an overview of the departmental assessment plan and procedures; and university resources for teaching and learning.

The UNCG History Department adheres to

UNCG's Vision for Teaching and Learning

Approved by the UNCG Faculty Senate, December 2, 1998

UNCG embraces student learning as its highest priority and provides exemplary learning environments. The University establishes a diverse community of learning in which individual differences are valued and interactions are encouraged in an atmosphere of mutual respect.

The faculty are committed to introducing students to the most important knowledge and research in their disciplines, fostering intellectual depth and breadth, and opening students to new possibilities for understanding themselves and the world. The faculty employ the growing body of knowledge about learning and work continually to evaluate and improve their teaching methods and materials. UNCG views learning as a shared responsibility, and accordingly,

- maintains clear, high and consistent learning goals,
- provides a variety of opportunities which foster intellectual growth,
- empowers individuals to take responsibility for their own learning,
- recognizes and supports diverse learning styles and levels of development,
- incorporates appropriate informational and instructional technologies,
- encourages the integration of knowledge across disciplines, and
- utilizes assessment, evaluation and feedback to improve teaching and learning.

UNCG expects all students to communicate clearly and to make effective use of technology appropriate to their studies. Students are encouraged to be actively engaged in their education. UNCG graduates should be ready to continue as lifelong learners and to face the challenges that will confront them as responsible citizens of the state, the nation and the world.

History Department faculty have approved the following Learning Goals for the History Major. All courses in the major play a role in developing these goals longitudinally through the curriculum. Take these goals into account as you design assignments in your courses. You may be asked to provide evidence of student learning that will enable the faculty to assess student achievement of these goals:

Learning Goals for History Majors: Thinking in Time

All History Majors are required to complete 30 semester hours of course work distributed across three geographic areas: United States, Europe, and Wider World. The History Department faculty has approved the following learning goals to define what all history majors should know and be able to do by the time they graduate. Notice that these learning goals do not specify particular subject matter knowledge. Instead, they emphasize the historical thinking skills that apply to all subject matter in history whether a course focuses on Ming Dynasty China or on the twentieth-century U. S. Eisenhower administration. The learning goals for History Majors identify historical thinking skills that go beyond the memorization of subject matter content knowledge to engage in history as a discipline and practice. These learning goals should be developed throughout the curriculum; therefore, all instructors should develop assignments that address these learning objectives, as appropriate to course level and course content.

History Graduates will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [**Historical Comprehension**]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [**Historical Analysis**]
3. Conduct original research by investigating and interpreting primary and secondary sources. [**Historical Research**]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [**Historical Interpretation**]

To assess learning objectives 1 and 2, the Department now uses a historical thinking rubric that is administered in a sample of History classes at the 200- and 300-level. To assess learning objectives 3 and 4, a subcommittee of the undergraduate committee reads a sample of the final papers produced in sections of HIS 411 and utilizes a historical research and writing rubric to judge how well students are achieving these objectives. The departmentally approved program assessment rubrics are included later in this handbook so that you can consider them in your course planning. It is vital that instructors develop assignments and learning activities that give students opportunities to practice these learning goals at different levels and in different subject matter contexts. Please take into account the following guidelines as you design assignments in your courses:

History Department
Course-Embedded Assessment Guidelines for Instructors

- Course embedded assessment will assist us in addressing the following questions:
  - Do students have the opportunity to know and do the things we value as defined by the learning goals for the major?
  - What evidence do we have that students have learned?
  - How are we using that evidence to improve student learning?
- The focus of assessment is on student learning. This is not an evaluation of the instructor.
- The focus of assessment is on the curriculum, not the individual course.
- Program assessment is an ongoing process.
- The purpose of assessment is improving student learning, not perfecting the assessment process as an end in itself.
- Because it is ongoing, it is important that we make the assessment process both manageable and useful.

Elements of Effective Assessment Practice

- Assessment is treated by instructors and students as an integral and prominent component of the entire teaching and learning process rather than a final adjunct to it. It is an ongoing, systematic process for using evidence of student learning to improve teaching, learning, and the curriculum.
- Faculty recognize the multiple roles of assessment and understand the powerful motivating effect of assessment requirements on students. Assessment tasks are designed to foster valued study habits.
- Course assessment is integrated into an overall plan for program assessment in the major and in general education. Instructors design courses and learning activities that take into account not only the subject matter content of the particular course but also the developmental role the course plays in the major and (as appropriate) in the general education program.
- There is a clear alignment between expected learning outcomes, what is taught and learned, and the knowledge and skills assessed.
- Assessment tasks assess the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- A variety of assessment methods are employed so that the limitations of particular methods are minimized.
- Assessment tasks are designed to assess relevant general education skills as well as subject-specific knowledge and skills.
- There is a steady progression in the complexity and demands of assessment requirements in the later years of the major.
- Assessment tasks are weighted to balance the developmental ('formative') and judgmental ('summative') roles of assessment. Early low-stakes, low-weight assessment is used to provide students with feedback.
- Grades are calculated and reported on the basis of clearly articulated learning outcomes and criteria for achievement.
- Students receive explanatory and diagnostic feedback as well as grades.
- Plagiarism is minimized through careful task design, explicit education and appropriate monitoring of academic honesty.

Role of Instructors in Course-Embedded Assessment

- Create student work products that address the learning goals for the major. Examples include: test questions, writing assignments, surveys, etc. See the LG 1 and LG 2 rubrics for possible assessment examples.
- The learning goals for the major apply to the major as a whole. Instructors are responsible for creating assignments appropriate to course content to operationalize the learning goals for the major. Courses at the 200-level will address the goals at an introductory level. Courses at the 300-level will address the goals at an intermediate level.
- The History faculty has approved scoring rubrics for LG 1 and LG 2 that will help to establish consistency for course-embedded assessment. For example, different instructors will use the same definition of excellence to assess student work in different courses.
- Assessment is evidence-based. The rubrics for LG 1 and LG 2 should be applied to specific work products that document student learning. Recording general impressions of student work from memory will not generate useful data for improving the program. You may use one student work product to assess these goals or multiple work products. If you use multiple products then you will need to apply the rubrics multiple times.
- Be honest. You will not be penalized as an instructor if you think the majority of the students in your course did not perform above the level of "adequate" on the assignment you are assessing. The data will be reported in the aggregate. Individual instructors will not be identified. In order to identify appropriate strategies for program improvement the faculty need data that is as accurate as possible.
- The results of this assessment will be used to identify areas and strategies for program improvement. If, for example, we see that a large percentage of students at the 300-level do not demonstrate comprehension of historical causation at the "good" level, the faculty might recommend that instructors at the 200-level address causation in at least two assignments in their courses.
- It is recommended that you apply the rubrics to an assignment or assignments at the end of the course to ensure that students have had time to practice the skill and the assessment results reflect student outcomes near the end of the course.
- The department does **not** mandate that the activities you assess for LG 1 and LG 2 must be part of your course grade. Be aware that the higher the stakes for individual performance, the more students are likely to put forward their best effort, and the more the assessment results are likely to reflect the students' highest level of achievement. That will give us better data for assessing student achievement of the learning goals and identifying appropriate targets for program improvement.
- Be sure to inform students about the criteria and standards defined on the rubrics. For example, if students do not know that explaining multiple causation is a standard of excellence they may not automatically address multiple causation.
- We hope you will participate in follow-up meetings as announced to help us with any questions the Undergraduate Committee may have about interpreting the assessment results and to discuss how well the process worked and what improvements we might make for the future.

History Department
Course-Embedded Assessment Reporting Form [approved August 2012]
Deadline for submitting this completed report to Dawn: Commencement Day

Note: Please list the totals only for HISTORY MAJORS below.

Instructor:_____

Course Number and Section:_____

Semester:_____

Total number of students:_____   Number of History Majors:_____

LG 1 Assessment Results	Total Excellent	Total Good	Total Adequate	Total Inadequate	N/A
Agency					
Causation					
Diversity					

LG 2 Assessment Results	Total Excellent	Total Good	Total Adequate	Total Inadequate	N/A
Context					
Sources					
Interpretation					

Recommendations to the Undergraduate Committee: [these might address clarifications of the rubric, improvements in the assessment process, improvements for the program based on the results in your course, etc.]

Departmental Rubrics for Assessing the Learning Goals in the History Major

Please consider the characteristics identified in these rubrics when developing assignments and learning activities in your courses:

LG1. Rubric

<u>Learning Goal 1</u>: **Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]**

HISTORY DEPARTMENT RUBRIC for 200-300 level courses (to assess Learning Goal 1): Criteria for LG1 with assessment measures to be administered by professors in 200 and 300 level courses, either as end-of-semester surveys given to students or folded into individual assignments.

Criteria	Excellent	Good	Adequate	Inade-quate	N/A	Possible Assessment Examples
AGENCY: Under-standing the role of human agency in a historical period.	**Explains why or how an individual established a new set of parameters or established a different path of historical development.** **Clearly links change and continuity to the actions of historical actors, including one individual or multiple groups.** **Can recall individuals of significance in history and their connection to key "turning points."**	**Clearly links change and continuity to the actions of historical actors, including one individual or multiple groups.** **Can recall individuals of significance in history and their connection to key "turning points."**	**Can recall individuals of significance in history and their connection to key "turning points."**	**Does not meet min-imal crit-eria**		**Ask the student to give an example of how human agency (role of an individual) has shaped a historical period.** **Ask the student to give examples of how human agency involving political parties or groups or mass movements have shaped a historical period.**

CAUSA-TION: Compre-hension of how factors like econ-omics, social life, and ideas impact history.	**Distinguishes multiple causes and/or multiple effects (including both obvious and intended, subtle and unintended, as well as long and short term), and recognizes that different groups were affected in different ways by these developments.**	**Appreciates multiple causes and effects but does not fully grasp the complexity and multiplicity of the relationships between them and the consequences for different groups in society.**	**Enumerates short term and obvious/ intended causes and effects only.**	**Does not meet mini-mal crit-eria**		**Attach the following question to a survey at the end of a unit: John Doe, distinguished professor of history at UNC Chapel Hill argues that revolutions are caused by downturns in material production (e.g. famines, recessions, and rising grain prices). Doe's argument is based on these kinds of historical forces: a) social b) cultural c) role of individual d) economic and e) familial.**
DIVERSITY: Awareness of how different places and cultures affect historical tools and systems of interpret-ation.	**Draws interpretive connections between the ways in which different groups of historical actors understood "their present" and the ways they responded to the problems, opportunities, and choices that confronted them.**	**Recognizes that historical actors brought multiple perspectives to the same event, reflecting differences in class, gender, race/ ethnicity, region, religion, age, education, and past experiences, but does not necessarily connect these perspectives to significant developments.**	**Appreciates that people's lives in the past differ from contem-porary life but does not fully contex-tualize the values of another place or period.**	**Does not meet mini-mal crit-eria**		**1) Ask the student to identify certain factors of one country that would make it difficult to apply their findings to another. 2) Ask the student to describe how the same historical process (e.g. economic, social, or political) unfolded differently in two distinct geographical regions. 3) Ask the student to explain why a certain historical event (e.g. economic, social, or political) did not happen in a particular place or time.**

LG2. Rubric

Learning Goal 2: Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Analysis]
HISTORY DEPARTMENT RUBRIC for 200-300 level courses (to assess Learning Goal 2): Criteria for LG 2 with assessment measures to be administered by professors in 200 and 300 level courses, either as end-of-semester surveys given to students or folded into individual assignments.

Criteria	Excellent	Good	Adequate	Inade-quate	N/A	Possible Assessment Examples
CON-TEXT: Recognize elements of historical context, e.g. what kinds of inform-ation are needed to build context.	**Marshalls evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.** **Recognizes the significance of major events (e.g. wars) and patterns (e.g. migration) and explains why and how they established a different path of development.**	**Evaluates the implem-entation of decisions.** **Identifies relevant historical antece-dents.**	**Identifies issues and problems in the past.**	**Does not meet min-imal crit-eria**		**1) Give students one set of historical facts and have them explain how the facts might lend themselves to two or more different interpretations.** **2) Provide students with examples of evidence; ask them which course theme(s) they apply to and tell them to explain why.** **3) Ask students to list the questions they would need to ask to understand the historical context of a particular time and place.**

SOUR-CES: Compre-hend how primary sources are used to construct history.	**Identifies author/creator of primary source(s) and assesses the effect of this on the validity and perspective of the source.** **Recognizes the purpose of the source as well as its intended audience and how these factors shape its content.** **Recognizes the need for multiple primary sources to support an argument.**	**Recog-nizes the need for multiple sources and identifies the author/ creator of each.**	**Evaluates the validity or perspec-tive of minimal sources.**	**Does not meet min-imal crit-eria**	**1) Give students a list of sources and have them identify primary sources for a project.** **2) Ask students to analyze a primary source and how it might be used to address a research question.** **3) Ask students to list the questions they would use to interrogate a primary source, e.g. authorship, intended audience, assumptions made by the author, etc.**
INTER-PRETA-TION: Compre-hend an author's argument in a secondary source.	**Recognizes that an author's analysis is supported by evidence from multiple primary sources.** **Recognizes that an author explains historical context, accounts for multiple perspectives and experiences and makes relevant connections between peoples, events, ideas, and places.** **Recognizes that an author's perspective influences her interpretation of a primary event.**	**Recog-nizes that an author's analysis is supported by evidence from multiple primary sources.**	**Recog-nizes an author's argument or thesis.**	**Does not meet min-imal crit-eria**	**1) Ask students to identify an author's argument in an assigned article and the evidence used to support the argument.** **2) Give students examples of an author stating an argument and an author recapitulating the argument of a secondary source and ask the students to distinguish between them.** **3) Once students recognize an author's argument give them a list of possible sources the author could have used and have them discuss why the author selected certain evidence rather than other evidence.**

LG3 and 4. Rubric

Learning Goal 3: Conduct original research by investigating and interpreting primary and secondary sources. [**Historical Research**]

Learning Goal 4: Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [**Historical Interpretation**]

HISTORY DEPARTMENT RUBRIC FOR HIS-511 (to assess learning goals 3 and 4)

Criteria:	**Product:** Research Paper based on Primary Source Material with significant findings in the context of the secondary literature. **RESEARCH: Investigate and interpret primary and secondary sources to conduct original research, including**	Not Met	Proficient	Exceeds Expectations
Developing a research question that matters to readers (Focused, Significant, Researchable)	Does the paper pose a *problem* of interpretation or explanation, not just a topic for discussion or narration?			
	Has the student found sufficient primary sources that address the problem?			
	Is the scope of the paper well-defined and *focused* so as to fruitfully bring interpretation and evidence into dialogue?			
	Is it *significant*, engaging, part of a *conversation* underway in history, related disciplines, or the public arena?			
Constructing a research bibliography	Does the paper use an appropriate variety of sources to consider different points of view?			
	Are the secondary sources scholarly?			
	Is the bibliography well designed to address the research problem?			
	Does the bibliography demonstrate historiographical dimensions to the research problem?			
Interpreting secondary sources	Does the paper demonstrate a student's ability to interpret secondary sources with respect to the problems they explain and the methods they use? Does the analysis synthesize different scholars' interpretations of the problem?			
	If the paper pulls original evidence from scholarship, is it balanced with original evidence from primary sources?			
Interpreting primary sources	Do the primary sources satisfy the criteria of relevance and originality?			
	Does the paper *evaluate* the credibility of those sources in relation to the complex and often contradictory historical context that produced them?			
	Does the paper interrogate historical data by uncovering the social, political and economic context in which it was created?			
Organizing a coherent and persuasive thesis	**WRITING: Clearly communicate the paper's findings in writing.** Is the writer's thesis clear and substantial and does the argument support the thesis?			
	Does the paper resolve, to the extent possible, competing and conflicting perspectives?			
	Are the paper's ideas arranged logically and does the paper flow smoothly from one point to another with ideas and evidence clearly linked to each other? In other words, does the paper balance narrative and analysis, deductive and inductive reasoning from the sources?			
	Is the writing compelling and engaging with well-phrased, grammatically-correct sentences varied in length and structure with transitions that flow smoothly from one to another?			
Integration of Evidence	Does the paper paraphrase and use quotations effectively and appropriately?			
Accuracy and Completeness of Documentation	Are the footnotes/endnotes complete and accurate?			
	Are bibliographic entries complete and accurate?			
	Does the paper use citations appropriately to document evidence?			

Approved 9/9/11

Core Research Requirements for the Major

All History Majors are required to take two research courses—either 391 or 430 and 511. HIS 391: Historical Skills and Methods is intended as an introduction to research methods in history and is only open to History Majors. Social Studies teacher candidates take HIS 430: Historical Methods for Social Studies (which is open to all social studies candidates regardless of major) in lieu of HIS 391. Social Studies students may not substitute HIS 391 for HIS 430. Students in HIS 391 address a variety of research problems in history using different sources and methods in preparation for HIS 411.

Instructors in 391 should address the following Department approved learning outcomes for HIS 391:
HIS 391 STUDENT LEARNING OUTCOMES: (Approved 9/2011)

Upon successful completion of this course students will be able to demonstrate the following knowledge, skills, and habits of mind:

1. Develop appropriate research plans for different kinds of research questions inspired by primary source documents and other sources including historians' interpretations.
2. Recognize the kinds of questions that can be addressed by historical research.
3. Contextualize primary source documents in different ways; interpret different types of primary sources.
4. Identify and evaluate appropriate scholarly sources for investigating different kinds of research questions. Use research results to improve your questions.
5. Professional Ethics: Practice history with integrity based on the American Historical Association Standards of Professional Conduct:
   http://www.historians.org/pubs/Free/ProfessionalStandards.cfm
6. Use some combination of peer review, instructor feedback, self-analysis, and/or research findings to effectively revise research design and written communication.
7. Synthesize evidence and communicate research findings effectively in writing.

Students are not required to write a long research paper in HIS 391. Keep in mind that the focus of the course should be on developing the variety of research skills that are essential for students to be successful in writing the long original research paper required in the capstone course for the major, HIS 411. That said, most of our students have never written a research paper in their previous school experience, so if HIS 411 is the first time they have to put together a complete research paper then the learning curve will be very steep. A research paper does not have to be 20 pages long. Producing a short research paper (5-7 pages) as part of the experience in HIS 391 is helpful experience for learning how to integrate evidence, organize argument, develop a thesis, and document sources effectively.

HIS 411

Students in HIS 411 write a research paper based on primary source evidence. The Department approved rubric for assessing HIS 411 papers (see above) establishes standards all HIS 411 courses should address including developing a research question, constructing a research bibliography, interpreting primary and

secondary sources, organizing a coherent and persuasive thesis, integration of evidence, and accurate and complete documentation.

Strategies for Integrating Research Skills into Other Classes throughout the Major

An important strength of the History curriculum is the structured longitudinal development of research skills in the major in an intentional way through two core requirements in research methods. However, given the importance of information literacy for 21st century learners, the lack of previous experience most students have had in doing original research, and the consistently disappointing results of the department's assessment of HIS 411 papers, two research courses is not enough to get students where we want them to be by completion of the degree. Therefore, the department urges instructors to develop assignments in courses throughout the curriculum that can develop students' research skills.

The Association of College & Research Libraries defines information literacy as:

> a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

> Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

> - Determine the extent of information needed
> - Access the needed information effectively and efficiently
> - Evaluate information and its sources critically
> - Incorporate selected information into one's knowledge base
> - Use information effectively to accomplish a specific purpose
> - Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

It is possible to address these standards in a variety of assignments in courses throughout the major. It is important for history majors to learn about the different challenges of interpreting world history sources vs.

U.S. history sources and pre-modern history sources vs. modern history sources. Students need practice at a foundational level in general education courses and at an intermediate level in 300-level courses in the major. Note that all GL and GN courses are required to address information literacy (see the General Education section for information about general education SLOs). That means that if you teach a course with a GL or GN marker you must include an assignment to assess information literacy.

Possibilities to stimulate your thinking for designing information literacy assignments include:

200-level courses:
- Create an information literacy section on midterm tests that asks students to do such things as find a scholarly journal article based on a given research question and create an accurate citation and annotation of the source.
- Develop an annotated research bibliography with 3-5 sources based on a given research question (or ask students to develop and revise their own research question based on research).
- Compare two book reviews and use them to annotate a source.
- Evaluate the difference between a popular source and a scholarly source.
- Rewrite a textbook account using primary sources.
- Compare a Wikipedia entry to an entry in a scholarly reference source.
- Evaluating Internet Sources: author, url, currency, etc.
- Practice paraphrasing to address plagiarism (use the video Avoiding Plagiarism in class to introduce students to effective paraphrasing).
- Compare two different historians' interpretations and evaluate the basis of the scholarly disagreement. Did they use different sources? Did they ask different questions?
- Write a 1-page research paper with footnotes and bibliography.

300-level courses:
- Develop a research portfolio that contextualizes a primary source in two different ways using two research bibliographies (3-5 sources each) with different themes or research questions.
- Write a short research paper (3-5 pages). The instructor might give students primary sources discussed in class and ask students to locate and evaluate appropriate scholarship to contextualize the source or sources.
- Write a book review.
- Develop an annotated research bibliography with primary and secondary sources on a given topic. Use the bibliographic research to define and revise a focused research question.
- Write a primary source analysis that considers perspective and limits of the source. Evaluate different types of sources—letters, diaries, maps, newspapers, quantitative data, objects, paintings, photographs, oral sources. Develop a more sophisticated understanding of "bias" by explicitly considering:
  - How the source was created, for what purpose
  - Contextualizing
  - Weighing conflicting sources
  - Evaluating historical significance
- Write a 5-7 page research paper using at least three different scholarly sources.
- Research a historical turning point relevant to course content and develop a class presentation. This might be done in teams.

<u>500-level courses:</u>
- Write a historiographical essay.
- Write a primary source analysis that synthesizes multiple perspectives and considers limits of the sources. Evaluate different types of sources—letters, diaries, maps, newspapers, quantitative data, objects, paintings, photographs, oral sources. Develop a more sophisticated understanding of "bias" by explicitly considering:
    - How the source was created, for what purpose
    - Contextualizing
    - Weighing conflicting sources
    - Evaluating historical significance
- Create a research prospectus that establishes a working historical problem, significance of the research question, manageable appropriate primary sources for addressing the question, assessment of research methods to address the strengths and weaknesses of the sources, and a research bibliography documenting appropriate scholarship for addressing the question in historiographical context.
- Write a 15-20 page research paper.

The History Department Library Liaison, Kathy Crowe, will be happy to assist you in creating assignments and identifying library resources for your courses. The History Research Guide she has developed is a useful place to start and it includes her contact information.

Social Studies Licensure

UNCG's social studies requirements for licensure in secondary education were created in consultation with faculty in the College (Anthropology, History, Geography, Political Science, Psychology, and Sociology) and the School of Education to address the fact that social studies teachers in North Carolina typically teach required courses in American History, World History, and Civics. In the revised curriculum (launched in Fall 2010) **ALL** social studies students (regardless of major) are required to take at least 15 hours in History including American (HIS 316) and World history (HIS 308) and a historical methods seminar (HIS 430) that will produce a research paper based on primary source evidence. The revised social studies requirements also address the professional standards for licensure mandated by the state of North Carolina. The requirements improve the coherence and transparency of the social studies curriculum and make it easier for students to complete their degree in a timely way.

HIS 308 and **HIS 316** are intended to provide teacher candidates with a working knowledge of US and World history above the level of general education. These courses are not intended to address teaching methods. Because students have many choices of varied courses in completing their General Education GHP requirement and because many students comp out of their GHP requirement due to AP or other credit, many students who take HIS 308 and 316 (majors and non-majors alike) may not have had a US or World history course since high school. To ensure that these courses serve their intended purposes instructors should address the following approved learning outcomes:

HIS 308

Upon successful completion of this course students will be able to think historically as demonstrated by the following:

1. Demonstrate a general knowledge and appreciation of the chronological framework and periodization of world history from 8000 BCE to the 20th century.
2. Demonstrate a general knowledge and appreciation of major trends, themes, and events that shaped world history from 8000 BCE to the 20th century.
3. Analyze and evaluate historical evidence relating to human societies worldwide from 8000 BCE to the 20th century.
4. Communicate historical questions, ideas, and interpretations clearly.

HIS 316

Upon successful completion of this course students will be able to think historically as demonstrated by the following:

1. Identify broad chronological patterns of American history from the colonial era through the twentieth century
2. Establish chronological order in the construction of historical narratives of their own
3. Explain cause-and-effect relationships and multiple causation
4. Demonstrate the skills of historical analysis and interpretation including:
    o differentiating between historical facts and historical interpretations
    o challenging arguments of historical inevitability
    o evaluating competing historical narratives
    o analyzing major debates among historians
    o interpreting a broad variety of primary sources such as oral evidence, photographs, ecological data, films and television programs, church and town records, census data, and novels in historical context
5. As a consequence of these skills students who complete this course should demonstrate the following knowledge:
    o an appreciation for the natural and cultural environment of American experience over time
    o a sense of the diversity of the human experience in the American past influenced by geography, culture, race, ethnicity, gender, and class
    o a personal moral sense developed vicariously against the complexities faced by individuals in difficult settings in the American past

Though both of these courses are intended to "cover" U.S. and World history broadly, they should go beyond the memorization of subject matter content knowledge to engage in history as a discipline and practice. Therefore, in both of these required content courses students should practice analysis of different types of

primary source evidence; evaluate how knowledge is constructed in the discipline of history; test textbook narratives by evaluating different periodization schemes for U.S. and World history; and consider different approaches to studying the past (for example, social history, political history, cultural history).

General Education Program (GEC)

The History Department teaches a variety of approved general education courses in Historical Perspectives (GHP), Global (GL), Global-Nonwestern (GN), and Writing and Speaking Intensive (WI and SI). All University students are required to take 1 GHP course. Majors in the College of Arts & Sciences (which includes all History Majors) are required to take 2 GHP courses (1 designated as Pre-modern (GPM) and 1 designated as Modern (GMO). Although there are no learning objectives for GPM and GMO it would be helpful for faculty to address the difference between modern history and pre-modern history in their general education courses. The intention of these additional College requirements is to develop students' understanding of a deep human past. If you teach a general education course you must design learning activities for the course to assess the learning objectives for the category approved by UNCG faculty.

The Mission of the UNCG General Education Program

The Mission Statement of the UNCG General Education Program approved by the Faculty Senate and published in the Undergraduate Bulletin emphasizes the role of General Education in the intellectual, professional, and personal development of the whole student. It says that the purpose of the General Education Program is to provide students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers, ethical decision-makers, effective communicators, and collaborative and engaged global citizens.

The Mission Statement also establishes a reciprocal relationship between General Education and the major. General Education provides both foundational skills and alternative perspectives for the more specialized knowledge gained in the major. Likewise, the major builds upon and integrates knowledge, skills, and attitudes learned in General Education courses and the co-curriculum. The Writing Intensive requirement is a good example of this reciprocal relationship. All UNCG students are expected to address communication not just in their General Education courses but also in their major. It is important, therefore, for instructors to understand not only the purposes of the History major, but also the larger purposes of the General Education Program in the undergraduate curriculum.

UNCG General Education Program Learning Goals

The Faculty Senate has approved five student learning goals that establish the overall purposes of the General Education Program. All five goals are a shared responsibility across multiple GEC categories and markers. The goals identify what students should know and be able to do when they have completed their General Education requirements. The first goal addresses foundational skills such as critical thinking and communication and is a shared responsibility of all GEC categories and markers :

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.* [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

Goals 2 through 4 address content and disciplinary expectations for learning in the natural sciences, mathematics, social sciences, fine arts, and humanities:

LG2. The Physical and Natural World: *Understand fundamental principles of mathematics and science, and recognize their relevance in the world.* [GMT, GNS]

LG3. Knowledge of Human Cultures: *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.* [GLT, GFA, GPR, GHP, GSB, GN, GL]

LG4. Knowledge of Social and Human Behavior: *Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social and human conditions.* [GPR, GSB, GL, GN]

The fifth goal addresses values and habits of mind that faculty expect all UNCG graduates to demonstrate.

LG5. Personal, Civic, and Professional Development: *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.* [GFA, GPR, GNS, GSB, GL, GN]

The goals also emphasize issues of diversity and global awareness.

The purpose of the GEC distribution requirements is to ensure that students attain these five student learning goals by graduation. Other requirements and opportunities in the major program, the minor program (if any), and the total undergraduate experience build on the foundation of the GEC and contribute to the attainment of these goals. Students are thus given the opportunity to work toward each goal not just in one course, but in a series of courses and learning experiences encountered from the freshman through the senior year. No single course could or should meet all the General Education Program learning goals. After taking all required GEC courses, students should have had the opportunity to achieve **ALL** General Education goals at least once, and in some cases more than once.

Ensuring the intentionality and coherence of the General Education Program also means aligning individual course instruction with the Program goals and the category or marker learning outcomes. To ensure that all students have appropriate learning opportunities to address all of the General Education Goals, it is essential that all General Education courses address the learning outcomes for which they were approved.

General Education and History Courses

The History Department contributes to the general education program in the following categories and markers:

Historical Perspectives (GHP)

> Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.
>
> **Historical Perspectives (GHP)** (approved May 2012) All GHP courses must address the following **Student Learning Outcomes.**
>
> **At the completion of this course, the student will be able to:**
>
> **1.** Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. **(LG3)**
>
> **2.** Use evidence to interpret the past coherently, orally and/or in writing. **(LG1)**

Global (GL)

> In a course in any subject, students focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.
>
> **Global (GL)** (approved May 2012) All GL courses must address the following **Student Learning Outcomes.**
>
> **At the completion of this course, the student will be able to:**
>
> **1.** Find, interpret, and evaluate information on diverse cultures. **(LG1)**
>
> **2**. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America). **(LG3)**
>
> **3.** Use diverse cultural frames of reference and alternative perspectives to analyze issues. **(LG5)**

Global Non-Western (GN)

> In a course in any subject, students focus on the interconnections among regions of the world other than North America, Great Britain, and continental Europe, interpret and evaluate information on diverse ecologies, human societies, artiste achievements, or political systems, and gain sensitivity to cultural differences on a global scale.
>
> **Global non-Western (GN)** (approved May 2012) All GN courses must address the following

Student   Learning Outcomes.

At the completion of this course, the student will be able to:

1. Find, interpret, and evaluate information on diverse cultures. **(LG1)**

2. Describe interconnections among regions of the world. (Must include substantial focus on cultures, nations or sub-nationalities in the Caribbean, Latin America, Middle East/North Africa, Asia, Africa, Pacific Islands, or indigenous peoples around the world). **(LG3)**

3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. **(LG5)**

Speaking Intensive (SI) In a course in any subject, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication, or presentational speaking), and enhanced opportunities to practice improvement of oral communication skills.

1. A Speaking-Intensive course has two goals:
   a. to enhance subject area learning through active engagement in oral communication.
   b. to improve a student's ability in oral communication.
2. A Speaking-Intensive course treats speaking as a means of learning via one of a variety of oral contexts, including interpersonal communication, small group communication, and public communication (presentational speaking). The choice of oral context should be appropriate to the learning outcomes of the specific discipline.
3. A Speaking-Intensive course recognizes process and product by including both formal (graded) and informal (ungraded) assignments/learning activities.
4. A Speaking-Intensive course includes:
5. instructing students in effective oral communication
6. giving students informed feedback
7. providing opportunities for students to apply what they have learned to subsequent oral communication activities
8. Assessment activities should be appropriate to each assignment and could include a variety of methods and products, emphasizing both quality and development of students' skills. Students should be informed of the assessment criteria.
9. Assessment of oral communication should be sensitive to the effects of relevant physical, linguistic, and psychological disabilities on the assessment of competence (e.g., with appropriate aids in signal reception, a person with a hearing impairment can be a competent communication partner).

Writing Intensive (WI) In a course in any subject, students demonstrate their understanding of its concepts and materials through writing, using constructive criticism from readers to revise drafts and produce one or more clear, coherent, and effective written assignments appropriate to the field.

A key aim in any WI course is for students to learn to use *multiple drafts* of a paper to investigate and organize ideas, consider diverse points of view, and apply feedback from other readers in shaping the form and content of a final draft. Strong writing is understood to be the consequence of thoughtful *re-writing*. Therefore, a course that provides students merely with "an opportunity" to revise papers, or in which papers "may be resubmitted" for a higher grade, <u>does not qualify as a WI course</u>. The course <u>must</u> include at least one substantive assignment in which all students submit at least one draft for comments from the teacher and then revise the draft to take account of those comments. Grades for revised writing assignments should reflect an assessment of both *quality* and *improvement* in students' writing.

A second key aim in any WI course is for students to receive instruction in writing processes and hands-on coaching in learning to write. This means that *some* class time must be spent working on writing as distinct from working on the primary subject matter of the course. In working on writing, teachers address issues of clarity, organization, and effectiveness of written expression. Students looking for feedback on a writing project during any stage of the writing process can find a trained, engaged reader at University Writing Center.

All WI course syllabi must include the following two student learning outcomes (SLOs), which <u>must</u> be included on the course syllabus as among those students will strive to achieve, and for which the teacher will provide instruction and assessment:

<u>WI SLO 1:</u>   Students will be able to recognize and write in genres appropriate to the discipline(s) of the primary subject matter of the course.

<u>WI SLO 2:</u>   Students will be able to use informal and formal approaches to writing and multiple drafts to deepen their mastery of the subject.

Advice for Designing General Education Courses

Learning Outcomes: Tell the Students What They're Doing and How the Course Fits into the General Education Program

- One of the hallmarks of a good General Education course is that both faculty and students are aware of what they're about: faculty know and communicate what they want students to learn, and students are consciously engaged in reaching those goals.

- Each course must have its own specific student learning outcomes, even if it's a General Education course. But your course's outcomes should be crafted so that when students have achieved them, they will also have achieved the broader learning outcomes in your GEC category or marker and the General Education Program learning goals that are listed in the Curriculum Guide.

General Education focuses not on what faculty teach, but what faculty want students to learn, and that should be reflected in your syllabus.

- Thus, a Historical Perspectives (GHP) course could include a course-specific outcome such as, "Analyze and evaluate contemporary sources dealing the causes of the Peloponnesian War." When students have achieved that outcome, they will also have achieved the GHP outcome, "Analytically and critically evaluate historical evidence and divergent interpretations". This GHP outcome, in turn, fosters achievement of program

Learning Goal 1: critical thinking.

- To that end, the General Education Council recommends that you include not only your course-specific student learning goals on your syllabus, but also the GEC category goals and the program Learning Goals.

Set High Expectations for Student Learning in General Education Courses: Learning Goals and Bloom's Taxonomy

To ensure that students are achieving at a high level in their General Education curriculum, the UCC has recommended the use of [Bloom's Taxonomy](#) as a convenient reference for formulating in clear language the different intellectual and aesthetic tasks we ask students to accomplish. At the lower end of the taxonomy are activities like "summarize" and "describe," which don't require much high-level thinking from students; at the higher end are activities like "analyze," "evaluate," and "interpret." You aren't bound to use only the verbs found in the taxonomy in your student learning outcomes, but you should be sure that you require students do more than memorize and regurgitate facts, so that in your course students will acquire the high-level cognitive skills and habits of mind that the program Learning Goals are intended to foster.

Link Student Work to Learning Outcomes.

When we make up syllabi, we often tend to focus on what we'll teach and how we'll do it -- readings, lectures, discussions, etc. But any experienced teacher can tell you that students often don't learn what we teach, and sometimes also learn things we *didn't* teach.

General Education focuses not on what faculty teach, but what students learn, and that should be reflected in your syllabus. Students need ample opportunity to practice the learning goals and get feedback about their level of mastery. This means that you should link graded student work -- in any form you think is appropriate to your course content (written assignments, oral presentations, exams, quizzes, class participation, etc.) -- clearly and explicitly to your course's student learning outcomes. The emphasis on graded work here establishes the importance of the learning activity to ensure that students take the work seriously and do their best.

Doing this in a way that's meaningful to your students usually means more than simply citing student learning outcomes for each kind of assignment. You should give students a clear idea of how they'll be evaluated on achieving the outcomes, with a clear description of each kind of assignment they'll do.

Make Sure that Assignments Are Appropriate to Learning Outcomes.

If your syllabus identifies higher-level skills as learning outcomes, then the students' assignments on the syllabus should be appropriate to those outcomes. For example, if effective communication is an outcome, the assignments should give students substantial practice and meaningful feedback in communication skills.

Frequently Asked Questions about General Education Course Design and Syllabi

Should my GEC course have its own SLOs or should I just use the GEC outcomes in the Curriculum Guide verbatim? The GEC learning outcomes are written broadly enough so that any appropriate course within that category, no matter what department it is in, should be able to meet them, which means that they are too broadly written to serve for any particular course. Your course's student learning outcomes should be specific to your course, but should be written so that when students have achieved your course's SLOs, they will also have achieved the more broadly-written GEC outcomes.

Do all sections of a GEC course have to have the same SLOs? Not necessarily, although if faculty want to share common syllabi or SLOs, that's fine. However, ALL sections of a course are responsible for giving students the opportunity to achieve ALL the GEC outcomes for its category, and it is the department's responsibility to ensure that all sections of a GEC course are doing so.

How many student learning outcomes are expected for each GEC outcome? In most cases, it's appropriate to have one SLO for each GEC outcome. It may also be possible to have more than one SLO for each GEC outcome, or even one SLO for more than one GEC outcome. But in the latter case, it must be clear that the SLO clearly addresses the multiple outcomes.

How many particular means of evaluation are expected for each GEC outcome?
Generally speaking, there are two ways to approach this issue.

- You can choose multiple means of assessment for each outcome. In this case, you could identify all the assignments or test questions appropriate for an outcome and use the accumulation of them as the basis of assessment.
- The other approach is to identify what you think is the single best means of evaluation, usually an assignment or test question later in the course or in a unit of the course. This one evaluation instrument would not necessarily be the only student performance related to the outcome but would be a culminating one, the one that best reveals students' capabilities.

Can I use grades or test scores in the assessment process? You must be able to describe how well students have achieved individual outcomes. This is not possible for a generic course grade. You can use grades in the assessment process as long as you have criteria to inform your grading. Having criteria for your grades or any evaluation method, such as a test score assists you in answering the question of how you know this particular outcome was met. Being able to articulate what the test score means or what the grade means in regards to which outcomes were met and why allows you to identify where the learning occurred and if it did not, you have information to help you improve upon the student learning. Without criteria, it is difficult to judge consistently across your course if students have met a particular outcome.

Can a course have other student learning outcomes besides those related to GEC?
Yes. Most courses will include student learning outcomes specific to the course in addition to GEC outcomes. As faculty have created GEC outcomes, many have found that some of the outcomes they already had for their course are appropriate as GEC outcomes. In many other cases, faculty have found that some GEC outcomes need to be added to their previous set of outcomes.

Does my course have to fulfill all the GEC outcomes for its category? Yes. Students can choose courses for many different departments and programs to fulfill requirements within a single GEC category. The only way to ensure that ALL students have the opportunity to address ALL of the SLOs UNCG faculty have identified as essential for a particular category is if ALL courses approved for the category address ALL of the SLOs identified for the category. Since the SLOs are being aligned with the General Education Program goals as each category undergoes recertification, this also ensures that ALL students have the opportunity to address the General Education Program goals at least once, and in some cases more than once when they complete their GEC requirements.

What if my GEC category course carries multiple markers? You will need to develop SLOs and identify means of evaluating those outcomes for the goals in **all** of the GEC areas your course belongs to.

What support does the university provide to help me create GEC student learning outcomes and identify means of assessing the outcomes? The Teaching and Learning Center and the Office of Academic Assessment provide support for developing learning objectives and assessing outcomes.

Quick Syllabus Checklist

Learning Outcomes: The syllabus contains a list of SLOs that identify the specific knowledge, skills, or understanding students are expected to demonstrate on completion of the course.

- If the course is at the 200-level then include the SLOs for GHP and make sure that course-specific SLOs address the General Education outcomes. Notice that these SLOs specify that all GHP courses should address analysis of primary sources.
- If the course is European or Wider World, check to see if the course carries a GL or GN marker and ensure that the SLO for GL or GN are included on the syllabus. Make sure that course-specific SLOs address the General Education outcomes. Notice that all GL and GN courses should address information literacy.
- If the course is at the 500-level, be sure to differentiate SLOs, assignments, and grading for undergraduates and graduate students.

General Education SLOs	If you are not sure whether the course you are teaching is approved for the General Education Program, check the Undergraduate Bulletin.
Historical Perspectives (GHP)	**1.** Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. **(GEC-LG3)** **2.** Use evidence to interpret the past coherently, orally and/or in writing. **(GEC-LG1)**
Global (GL)	**1.** Find, interpret, and evaluate information on diverse cultures. **(GEC-LG1)** 2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America). **(GEC-LG3)** **3.** Use diverse cultural frames of reference and alternative perspectives to analyze issues. **(GEC-LG5)**
Global Non-Western (GN)	**1.** Find, interpret, and evaluate information on diverse cultures. **(GEC-LG1)** **2.** Describe interconnections among regions of the world. (Must include substantial focus on cultures, nations or sub-nationalities in the Caribbean, Latin America, Middle East/North Africa, Asia, Africa, Pacific Islands, or indigenous peoples around the world). **(GEC-LG3)**

	3. Use diverse cultural frames of reference and alternative perspectives to analyze issues. **(GEC-LG5)**
Speaking Intensive (SI)	1. To enhance subject area learning through active engagement in oral communication. 2. To improve a student's ability in oral communication. (**GEC-LG1**)
Writing Intensive (WI)	1. Students will be able to recognize and write in genres appropriate to the discipline(s) of the primary subject matter of the course. 2. Students will be able to use informal and formal approaches to writing and multiple drafts to deepen their mastery of the subject. (**GEC-LG1**)

Assignments: Identify the assignments, tests, and experiences the student will be expected to complete successfully to pass the course.
- Be sure that the assignments are aligned with the SLOs. For example, if SLOs specify critical thinking and the assignments consist only of multiple choice tests then students are not given the opportunity to practice or document their critical thinking achievements. For general education courses, notice that ALL GL/GN courses must have an assignment that addresses information literacy.
- For 500-level courses, the assignments and the level of performance expectation for graduate students should be clearly differentiated from those for undergraduate students.

Methods of Evaluation. All syllabi must include information about methods of evaluation to be employed, including how the final grade will be determined.
- For general education courses, ensure that you have assignments that can be used to assess the learning outcomes approved for your GEC category or marker.
- For 200-300-level courses, check the department rubrics for LG1 and LG2 (above) to design appropriate learning activities to address learning outcomes for the major. Also consider developing an assignment to address information literacy.
- For 500-level courses, ensure that the evaluation of graduate students is distinguished from the evaluation of undergraduate students in the syllabus.

 Does your syllabus follow University Policies? for final exams, for adverse weather, for the grading system, for academic integrity? See the Undergraduate Bulletin for policies not identified in the University Policies section of this teaching manual (below).

Creating New Courses or Revising Existing Courses

New Course Approval: Faculty who wish to create a new course should begin planning at least a year in advance to meet various committee deadlines for new course approval. See the [University Curriculum Guide](#) for all policies and course approval forms regarding undergraduate and graduate curriculum. All new courses must be approved by UNCG faculty. Faculty review committees at every stage of the review process may request revisions of the proposal that can delay the approval process. New courses for the major must be approved by the [College Curriculum and Teaching Committee](#) (C&T) and the [Undergraduate Curriculum Committee](#) (UCC) of the University. Courses with General Education designation also require approval by the [General Education Council](#) (GEC). Courses at the 500-level or above also require approval of the [Graduate Studies Committee](#) (GSC). Committee schedules vary from one year to the next so please consult their respective websites for information about deadlines. The deadline for UCC approval for inclusion in the *Undergraduate Bulletin* is typically in January. The various curriculum committee websites also offer valuable advice for how to prepare successful proposals and contact information that can help to streamline the review process.

Experimental courses are regular academic credit courses offered through established academic programs and may be approved through a faster process than the full committee review for new courses. An Experimental Course can neither carry General Education Category Core nor Marker Credit nor be listed as a major or minor requirement. A department may offer no more than three undergraduate experimental courses per semester. Graduate experimental courses require approval of the Curriculum Subcommittee Chair. Departments may offer no more than two graduate experimental courses per semester. **Undergraduate experimental courses may be offered ONLY ONCE without further consultation and approval.**

Routine Changes
The following course revisions require submission of routine change requests.
- Changing the prefix of a course (e.g. changing a MGT course to an MBA course)
- Changing a current or creating a new course prefix used by a program or department. Consult Office of the Registrar for appropriate prefix.
- Adding, revising, or deleting a repeat-for-credit notation (indicate specific number of hours for which a course can be repeated)
- Changing a course number by no more than one level (if change is from 500 level to 400 level, GSC must approve first). **If change is to a 500-level course, then address differences for undergraduate and graduate level requirements.**
- Revising a course title
- Revising course lecture/lab hour distribution without changing the credit (*Credit changes require submission of an Amended Course Proposal.)*
- Revising, deleting or adding a course prerequisite or corequisite
- Revising a course description (not to exceed 30 words)
- Frequency of offering (semester in which course is offered)
- Deleting a course from the UNCG curriculum (*To remove a course from a program requirement, use Form G Program Revision Form*.)

- Restoring a course within three years of its prior deletion *(If requesting General Education core categories or markers, including WI/SI, the course must be approved by the current General Education Council or Communication Across the Curriculum committee.)*
- Changing the grading method of a course (e.g. from P/NP to letter grade)
- Cross-listing courses (*Signatures from all departments are required.*) Cross-listed courses are identical in every detail except for course prefix and possible course number.
- Declaring course equivalencies. (*These courses are not cross-listed with each other and students should not receive credit for both*.)
- Separating course lecture and lab into two separate courses.

The following changes are NOT considered routine and require submission of an Amended Course Proposal:

- Raising or lowering course semester credit hours
- Changing a course number two or more levels
- Substantial changes in course description
- Revising Student Learning Outcomes in ways that change the purpose or substance of the course.

Faculty/Student Relations

In interactions between instructors and students the History Department follows the Seven Principles for Good Practice in Undergraduate Education contained in the [University Curriculum Guide](#):

SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnston Foundation.

1. **Good Practice Encourages Student-Faculty Contact**
Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. **Good Practice Encourages Cooperation Among Students**
Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. **Good Practice Encourages Active Learning**

Learning is not a spectator sport. Students do not learn much just sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. **Good Practice Gives Prompt Feedback**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. **Good Practice Emphasizes Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. **Good Practice Communicates High Expectations**

Expect more and you will get it. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. **Good Practice Respects Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

In keeping with these principles of good practice instructors are encouraged to answer student email messages promptly and keep thorough documentation of student consultations.

History Department Advising Center

Advising for History Majors is conducted through a drop-in Advising Center open during pre-registration periods in the fall and spring semester. The schedule for the Advising Center is published well in advance of pre-registration each semester, and all majors receive an email with the necessary information as well. The Advising Center is located in the MHRA building, room 2120. Advising codes will only be available by visiting the Advising Center during the advising period or by making an appointment with the Director of Undergraduate Studies. The department coordinates with Secondary Teacher Education Program (STEP) advisors to identify special sessions in the Advising Center when STEP advisors and history faculty will both be available to streamline the advising process for Social Studies Licensure students.

See the Student [Handbook for History Majors](#) for additional advising information.

University Policies

[Academic Integrity](#) Includes information about the Academic Integrity Pledge, a tutorial and quiz students can complete, and policy violations and sanctions regarding cheating, plagiarism, falsification, and facilitating academic dishonesty.

Policies related to teaching in the [Undergraduate Bulletin](#):

Class Attendance

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility
1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.
3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.
4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor's Responsibility
1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.
2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.
3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.
4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Religious Observance
Approved by the Office of the Provost, August 2010
1. The University allows for a limited number of excused absences each academic year for religious observances required by the faith of the student.
2. Students must notify instructors of absences in advance of the date of the religious observance. Instructors have authority to specify, via written notice to students, the amount of lead time

required and may require that the nature of the religious observance be specified and the student's participation be confirmed in writing by an official of the religious organization.

3. When appropriate notice is provided by a student, the student must be granted at least two excused absences per academic year under this policy and must be allowed to make up or waive work and tests missed due to these particular absences. With regard to any test or other assignment that a student would miss due to notice of a required religious observance, faculty members may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. Beyond the minimum terms and limits of this policy, instructors maintain authority to establish and enforce the attendance policy for the courses they are teaching.

4. The requirement for students to make such requests for excused absences applies only to days when the University is holding class.

Appeals

If a student thinks there is a discrepancy between the instructor's exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor's decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Final Course Examinations

Final examinations may be required at the discretion of faculty and must be scheduled in course syllabi with information available to students on the first day of class.

Students are required to take a final examination, if one is given, in every course for which they are registered. Exceptions hold for seniors in the International Honors College (see the Lloyd International Honors College topic in the Academic Units & Areas of Study section of the *Undergraduate Bulletin*.)

No final examinations may be given except during the regular examination period of the semester. According to faculty policy, no test which shall be substituted for the final examination can be given between November 25 and the opening of fall examination week. In the spring semester, no such test can be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests may be given unless they were announced during the first month of the semester.

Change of Examination Schedule

A student desiring to change the meeting time of a final exam should make the request directly to the class instructor. It is the instructor's prerogative to grant such requests. In instances where students have three exams within a 24-hour period, they may apply to the University Registrar's Office, 180 Mossman Building, for permission to change their exam schedules. The usual process is to change the middle examination in a sequence of three. All requests for changes in examinations must be filed with the University Registrar's Office before Reading Day. See the University Registrar's website for exam schedules and policy information.

Grade Appeal Policy

If a student wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head/Chair, the Dean of the School or College, and the Provost, in that order.

If a student accepts responsibility for an academic integrity violation (Section III.B of the violation report form), but does not accept the sanctions proposed by the faculty member, the student must appeal to the faculty member's Department Head/Chair, the Dean of the School or College, and the Provost, in that order.

The following amendment to the appeal policy was approved by the UNCG Faculty Senate on November 17, 2007.

Grade Appeals will be considered only in the most exceptional circumstances, and are approved only in cases where the evidence strongly supports the student's claim. Appeals must be filed no later than the first six months after the grade has posted.

Examples that do merit a grade appeal include:

- The instructor has miscalculated a final grade;
- The instructor has violated the grading policies outlined in the syllabus without reasonable cause;
- The instructor has not provided a reasonable explanation of how the student's work was evaluated.

Examples that do not merit a grade appeal include:

- The instructor's grading policies differ from other instructors in the Department, College/School, or University.
- The instructor's attendance policy differs from other instructors in the Department, College/School, or University.
- The instructor's Late Work policy differs from other instructors in the Department, College/School, or University.
- The grade distribution in the class in question is lower than in other sections of the same course.
- The student's grade in the course is significantly lower than grades the student earned in similar courses.
- The grade in question will trigger Probation, Suspension, or loss of Financial Aid.

Please note that simple disagreement about what constitutes fair grading is not grounds for an appeal. Department or School Handbooks and/or the Instructor's syllabus define standards for grading in that course. When a student elects to remain in a class after reading these materials, the student is understood to have accepted the grading terms for the course. The instructor is not obligated to deviate from grading standards outlined in the Department or School Handbooks and/or the syllabus.

Grading System for Undergraduates

A Excellent—indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.

B Good—indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C

Average—indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention.

D

Lowest Passing Grade—indicates work that falls below the acceptable standards defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F

Failure—indicates failure that may not be made up except by repeating the course.

I

Incomplete—indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control.

Concomitantly with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned the student's average grade and the specific work that must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Dean of Undergraduate Studies. Also see section "Removal of Incompletes."

IP

In Progress—indicates that the course work was planned to continue beyond a single semester.

NR

Not Reported—indicates a final grade was not submitted prior to the official end of the semester according to the University's Academic Calendar.

P/NP

Passing/Not Passing—used for designated courses only; courses graded P/NP are so indicated in the course description.

SP

Special Exam

W

Withdrawal—indicates a course from which the student withdrew during the first eight (8) weeks of classes; no academic penalty is attached to a grade of W; see also "Dropping Courses."

WF

Withdrawal with Failure—indicates a course from which the student withdrew after the first eight (8) weeks of classes; a WF is computed in the student's GPA; see also "Dropping Courses."

WN

Withdrawal Not Passing—used in courses designated P/NP.

NC

No Credit—indicates an audited course.

Confidentiality of Student Records

The concern for confidentiality of student records has never been more heightened. Class rosters and class grades should be loaded only by those listed as faculty of record or his or her administrative designee who is a permanent employee of the University. Under FERPA, student employees are not considered agents of the University unless they are employed to teach a course. In that case, a Graduate Teaching Assistant, employed

for the purpose of teaching, can be considered to have "legitimate educational interest" under FERPA and can grade that course only. Grade loading by any other type of office employee is a violation of FERPA.

Also, please do NOT post grades on your office door or nearby bulletin board using student ID numbers; this is illegal. Once grades are submitted by you they are loaded immediately and are instantly available on the UNCGenie Web site. Please encourage students to check the Web for current access to their grades.

FERPA Guidelines on Release of grades information:
Subject to certain exceptions in FERPA, all University faculty and staff who receive non-directory information about students (including course grades, letters of recommendation, and GPAs) are responsible for protecting the confidentiality of the information and are not permitted to disclose the information to the public or any person or organization outside the University without the prior written consent of the students involved, unless otherwise provided for by law. For further information about FERPA policies regarding confidentiality of student records see the University Registrar's Office website.

Disruptive Behavior in the Classroom Policy: Includes procedures that can be followed to remove disruptive students from a class.

Adverse Weather Policy. What to do if the University closes due to adverse weather.

Sexual Harassment Policy
Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Greensboro is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the work place and students can engage fully in the learning process. Towards this end, all members of the University community must understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violate the University's policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act by the University's employees or students of reprisal, interference, or any other form of retaliation, whether direct or indirect, against a student or employee for raising concerns covered by this policy is also a violation of this policy. Accordingly, members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

University Policy Manual. Chancellor and Board of Trustees approved policies.

Classroom Nuts and Bolts

Instructors of Record
Faculty who are designated as instructors of record for their classes can access their class rosters on UNCGenie using their IDs and PINs. Instructions for accessing the Web lists can be found at http://www.uncg.edu/reg/Faculty/classRosters.html.

Drop/Adds and Faculty Override Option in UNCGenie
A form-enabled PDF version of the drop/add form is on the Forms page, http://www.uncg.edu/reg/Forms/index.html, for students to complete, print, and submit to their instructor(s) for signature.

History Department Photocopy Policy
The department office handles the photocopying of needed class materials. You must complete the copy request form available in the office for all copy jobs. An inbox for copy requests is located in the main office. Copy requests may also be sent by email. The email request must contain the same information listed on the request form (including the total number of copies; format—double-sided, stapled, single-sided, etc.; date the copies are needed) and should be emailed to all three staff members, in case one or more staff members are absent. Copy requests must be submitted **no less than** 24 business hours in advance. Please also note that during busy times of the semester the staff would appreciate a few days lead time to accommodate the large number of requests.

The Department also provides a small convenience copier in the mailroom that may be used for individual copy needs. Each faculty member is given an access code and their own account to use this copier. You are limited to 250 copies per month.

Do not use the department printers to make multiple copies of documents.

A scanner and laptop is available in the history conference room for faculty use. Scanning requests will be accepted when student worker help is available, but they will be put at the end of the copy queue. Please allow 72 hours for scanning requests. Scanning requests should be made using the copy request form.

Blackboard
Instructors are advised that their rosters in Blackboard represent the most recent upload of data to Blackboard from the Banner system. Adding a student to a roster in Blackboard does not add that student to the official roster for the course. The Faculty Teaching and Learning Commons offers regular workshops on how to use Blackboard.

Teaching Locations
Classroom space is scarce. Increased enrollment and tight teaching schedules prevent our making room changes easily for classes that meet between the hours of 9:00 a.m. and 5:00 p.m. If you have questions regarding classroom assignments, or if enrollment has outgrown the assigned space, please contact Ava Johnson.

Please make note of the following **guidelines for classroom use**:

1. Classroom furniture (e.g., desks, chairs, tables) should not be removed from a classroom and external furniture should not be added to a classroom.

2. Seats should be restored to a pre-class setting at the end of each class meeting. Please note that many classrooms have a "Maximum Occupancy" sign, but this number reflects a North Carolina Department of Insurance assessment and is not a seat count.

·   If your enrollment exceeds your seat count, please contact Ava Johnson (arjohns7@uncg.edu) in the University Registrar's Office for assistance with finding another room.

·   Also, if your classroom furniture does not meet your instructional requirements, please contact Ava for assistance.

·   If your classroom furniture is damaged or missing, please contact Classroom Technology Support (334-5207).

3. Classroom technology (e.g., teaching kiosk, screens) should be in working order. If you encounter difficulties or have questions, please contact Classroom Technology Support at 334-5207.

4. All classrooms have a set capacity which cannot be altered due to safety issues associated with State Fire Code and Accessibility regulations. Please do not allow additional students to add a course if the assigned room cannot house them. The University will not add additional seats above the approved capacity.

Teaching Station Instructions: http://undergraduate.uncg.edu/colleagues/station/index.php
You will need a teaching station key to access equipment stored in teaching station podiums. Training is required before keys are issued. Please call **334-5207** for training or to obtain workstation keys. A single key opens all workstations.

Book Orders:

Instructors are required to submit book orders by the deadline announced each semester for the upcoming semester. Faculty can place their orders on the bookstore website:

Select Faculty from the upper menu; a password is no longer needed to login. If the course you are teaching is not listed, click on Add a New Course. Even if you will not use a textbook for this course, be sure to login and answer **no** in step 3. However, **federal law now requires that students be informed about the books they will need to purchase for a course and their prices when they register.** Even if you wish your students to purchase the books from another source, you need to identify the textbook(s) you will use so the students have that information when they register. Just indicate in the additional comments under step 6 that you will be recommending that students purchase their books elsewhere. Remember, however, that the bookstore now provides rentals and guaranteed buy-backs that may be much less expensive than purchasing the book from another source. Also, if there is a problem with the book ordered online, the student has no way to exchange it.

Contact textbook manager, Brittny Kurzc, directly if you have questions about your book order; her phone number is 334-3120.

Submitting book orders by the deadline is now a UNC system criterion for approval of campus-based tuition increases. In 2010-11, UNCG had a 95% submission rate for the academic year. In 2011-12, however, we were down to 90%. Ordering just one book for your class will clear you from the list. Additional books can be ordered later. If you do not plan to order books from the UNCG Bookstore, you still need to go to the site and indicate you are not ordering books from the UNCG Bookstore.

[Library Reserves](): Includes policies, procedures, and deadlines for placing materials on reserve.

Distance Education Training: Instructors who teach online courses for the department are required to complete training in appropriate [FTLC workshops]().

Teaching Evaluations Policy

Teaching evaluations are distributed at the end of the Fall and Spring semesters, according to the department policy detailed at http://www.uncg.edu/his/documents/Evaluation-of-Faculty-Teaching.pdf. Directions for how they are to be administered will be provided at that time. Both face-to-face courses and online courses are evaluated. Students enrolled in on-line courses receive automated email messages with directions for using Blackboard to complete their evaluations.

Teaching evaluations are available for faculty to review only after they have been processed and the faculty member has entered their final grades into Genie and a hard copy of the final UNCGenie grade report has been provided to the department.

Mail Policy

The department does cover the postage related to business correspondence, with a few limitations. We cover the postage for first class mail deliver but not for Priority or Overnight delivery. If you need to mail books, then these packages will be covered at the Book Mail rate. Personal items can be sent out from the department if proper postage has been applied. Interdepartmental envelopes are available for campus deliveries. All mail should be placed in the metal bins that are provided in the department mailroom.

Important Information for New Faculty/Instructors

University ID Card

Your University ID Card is issued by the ID Card Center (121 Elliott University Center). You can obtain this card as soon as your university ID number has been generated.

UNCG Computer Accounts and Email

Your UNCG computer accounts must be activated at the website listed below.

https://ssb.uncg.edu/prod/hwzkcsar.P_UncgCSAR

Payroll and Direct Deposit

Your tax/withholding paperwork and direct deposit paperwork must be completed in the Payroll Office (270 Mossman). You will need to provide them with a cancelled check to complete the direct deposit set-up. Below is a link to their website showing the forms.

http://fsv.uncg.edu/payroll/payroll_forms.html

I-9 Verification

You must complete an I-9 verification within three days of your first workday. This verification is required by the Department of Homeland Security. You'll need to go to Human Resources, located at 123 Mossman Bldg. You will need to take either a passport OR your driver's license AND social security card with you. If you don't have a license and SS card, please use the link below to find a list of documents that can be used.

http://www.uscis.gov/files/form/i-9.pdf.

Best Practices in Historical Thinking:

Indiana University's History Learning Project: http://www.iub.edu/~hlp/index.html

National Center for History in the Schools. Historical Thinking Standards.
http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1

Centre for the Study of Historical Consciousness. The Historical Thinking Project. http://historicalthinking.ca/

Stanford History Education Group. http://sheg.stanford.edu/

Historical Thinking Matters. http://historicalthinkingmatters.org/

World History for Us All. http://worldhistoryforusall.sdsu.edu/

Center for History and New Media. http://chnm.gmu.edu/

History Department Contacts

James Anderson, Department Head	Greg O'Brien, Associate Department Head
Email: jamie_anderson@uncg.edu	**Email:** wgobrien@uncg.edu
Office: MHRA 2135	**Office:** MHRA 2119
Office Phone: 336-334-5204	**Office Phone:** 336-334-5992

Anne Parsons, Director of Public History **Email:** aeparson@uncg.edu **Office:** MHRA 2137 **Office Phone:** 336-334-5645	Jill Bender, Director of Undergraduate Studies **E-Mail:** jcbender@uncg.edu **Office:** MHRA 2111 **Office Phone:** 336-334-5992
Mark Elliott, Director of Graduate Studies **Email:** mark.elliott@uncg.edu **Office:** MHRA 2125 **Office Phone:** 336-334-3988	
Staff **Office:** MHRA 2129 **Office Phone:** 334-334-5992 Kristina Wright, Office Manager, khriley@uncg.edu Laurie O'Neill, Web Site and Graduate Secretary, lponeill@uncg.edu Dawn Avolio, Receptionist and Undergraduate Secretary, dawn_avolio@uncg.edu	**Library Liaison** Kathy Crowe Jackson Library 208 336-334-3418 kmcrowe@uncg.edu

Social Studies Licensure	Dr. Wayne Journell Secondary Social Studies Program Coordinator 408 School of Education Building Phone: 336-298-6982 Email: awjourne@uncg.edu
Debra Ackerman, Associate Director, Secondary Education Advising Office of Student Services School of Education 336-334-3045 **Email:** djackerm@uncg.edu	Ciara Marable, Assistant Director, Secondary Education Advising Office of Student Services School of Education 336-334-3415 **Email:** jcmarabl@uncg.edu

Appendix A. Sample GHP Syllabus with GN marker
including text box commentary about best practices

Introduction to Islamic History and Civilization,
600-1200 C.E.

Topics in Pre-Modern World History   **Fall 2013**
HIS 207-01, Tuesdays and Thursdays 9:30-10:45 PM, MHRA 1215
HIS 207-02, Tuesdays and Thursdays 12:30-1:45 PM, MHRA 1215

Instructor: A. Asa Eger
aaeger@uncg.edu
Office: MHRA Building, Room 2113
Office Hours: Tuesday and Thursday 2:00-3:00 PM, by appointment
Office Phone: 336-334-5203

Graduate Assistant:
Kimberly Mozingo
kdmozing@uncg.edu

Description:
In the middle of the seventh century, Arab tribes coalesced and emerged from the Arabian Peninsula, conquering an enormous expanse of territory that reached from the shores of the Atlantic Ocean to the deserts of India in less than one hundred years. In the following centuries, Islamic civilization took shape, a dynamic process framed by Islamic ideals yet influenced by the many cultures this civilization embraced. The products of this civilization included magnificent monuments, extensive works of literature and science, far-flung trade routes that connected to east Asia, and new agricultural and technological innovations. This course will familiarize students with the history of the rise and spread of Islamic civilization as a complex and interdependent process that occurred throughout the Near East, North Africa, Spain, and Central Asia. We contextualize this process in the world before Islam and the rise of the Prophet Muhammad at the start of the seventh century and continue until the time of the Crusaders at the end of twelfth century. Our approach will be interdisciplinary. We will look at the history, art and architecture, archaeology, environment, literature, and religion of Islamic civilization.

> Notice that the syllabus contains specific learning objectives that clearly relate to both the learning goals of the History major and the general education learning outcomes for GHP and GN. In particular the learning objectives specify analysis of primary sources (a requirement for all GHP courses), identify historical thinking skills, and show how the general education and history major program goals relate to specific course content.

Student Learning Objectives:
1. Students will be able to define a suite of political, religious, and social characteristics that characterize the period after 600 C.E. as "Islamic." Some of these include tribally based political structures, religio-social legal codes, and pluralism and

hybridity in culture and economy.

2. Students will be able to identify and explain historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods within Islamic history until 1200 C.E. by using diverse types of primary and secondary sources available for interpretation.

3. Students will utilize historical thinking to contextualize and analyze primary and secondary sources representing different points of view for the formation of Islam. They will be able to describe the historical, geographic, aesthetic, and religious contexts for the rise of Islam and explain various motivations for the conquests and spread of Islam.

4. Students will trace the developments of Islamic civilization through various examples of cultural and social production. By developing an informed historical perspective and by reflecting on the dynamic between Western and non-Western experience, students will be able to challenge and historicize current ideas and stereotypes of Islam.

5. Finally, students will be able to recognize and evaluate salient features of primary source. These features include authorial subjectivity as shaped by social and geographic considerations, differences in generic structures and expectations (that is, formal characteristics of genres), and interpretive value as compared to other comparable sources.

Requirements:

There will be two 75 minute classes per week. Each class will consist of lecture with class discussion, class activities and in-class assignments, and questions throughout the period. Please read the assigned materials for that day, ready to listen to the lecture, and come armed to classes with questions and observations about readings and lectures. Attendance is required, as lectures will frequently include material not covered in the assigned readings, for which you will also be responsible for on exams. No prerequisite is required to take this course.

Readings:

Readings for each week are given on the attached syllabus. Readings listed under the lecture mean you will have read those *in advance* for that lecture day. Weekly assignments consist of readings from selected works. Please come prepared and able to comment on the readings in class. In addition to the assigned readings, additional readings have been placed on reserve and will be useful for those wishing to explore subjects (particularly for papers) in detail.

Lecture handouts will accompany every lecture and will provide an outline and, especially, terms and dates referred to in the lecture. These terms may also appear on your exams. Use these handouts as review sheets for exams.

Study aids, though not a requirement for the course, might be useful in preparing for exams, researching the group assignment, and providing useful basic reference information for Islamic history and civilization. They include:

The Encyclopaedia of Islam (First Edition (EI1), 1913-1942, New (Second) Edition (EI2), 1954 (1960)-2004, Third Edition, continuing). Jackson Library stacks Tower 8 DS37.E523, vols. 1-12.

The Cambridge History of Islam. Jackson Library stacks Tower 8 DS35.6.C3, vols. 1-2

Bosworth, C. E., *The Islamic Dynasties*. Jackson Library stacks Tower 8 D199.3.I8 No. 5

Required text: (used and new copies available from bookstore)
Egger, Vernon O. *A History of the Muslim World to 1405: The Making of a Civilization*. Upper Saddle River, NJ: Pearson Prentice Hall: 2004.

Reading Advice

Because most of the original sources (and much of the content) will be totally unfamiliar to you and include foreign names and terms, I recommend taking notes on them as you read. It is also useful to write a brief summary (2-3 sentences) of each document/source so that you can remember the basic gist of it for class discussion. It's much easier to note down important points as you read than it is to go back and find those points again once you've finished reading. Finally, I recommend reading each document more than once. Sometimes it will take two readings for something to make sense to you. Because the amount of reading for our course is fairly small, you'll have plenty of time for re-reading.

Assignments:

Map Assignment: There will also be a map assignment at the beginning of the course designed to introduce you to the geography of the Islamic world. It consists of a blank map and an attached list of geographic features (countries, cities, bodies of water, mountains, and other features) given out in class for you to take home and label. You will be allowed to consult sources to fill this map in, either an internet source (such as Google Earth or Google Maps), or a paper source (such as an atlas or encyclopedia).

Quizzes: There will be three pop quizzes based on the readings due for that day. They will take up the first ten minutes of class. You will have the option of dropping the lowest grade of these at the end of the course. To do well on the quizzes you must attend have read and understood the assigned readings. You may **not** make these up.

Examinations: There will be three examinations for the course. These will consist of a number of brief identifications, short answer, and essay questions. The first two sections are not cumulative for any exam, however, the essay question should be. The brief identifications will be names, foreign terms (in Arabic, Persian, or Turkish), places, events, and dates. Most lectures will be accompanied by a handout providing an outline and including

> Notice that the assignments are aligned with the learning objectives specified for the course. They emphasize primary source analysis and include a research assignment (which is a requirement of the GL and GN markers). Your course can meet this research requirement in a variety of ways, including multiple short assignments focused on locating and evaluating appropriate sources for a given research requirement or team assignments like this one. See pages 14-16 in this handbook for advice about integrating information literacy into history courses at different levels.

terms that occur in the literature and you may not be familiar with. These terms will be useful to keep for review for the identification tests. You should also consult the glossary in your textbook (Egger, p. 319-326). It is important to learn about other cultures through their own terminology and vocabulary, which is not always easily translated and loses inherent concepts when it is. Although challenging, learning foreign terms will be useful as the course will emphasize linguistic connections across time and place as a marker of cultural durability. Short answers will require that you are able to explain the characteristics, nature, and qualities of mid-range topics that are fairly specific in nature and often limited to one historical event or single primary source. Answers should be complete and refer to lecture and readings. The essay question on an exam is synthetic and comprehensive calling on you to combine information throughout the duration of the course from lectures, readings, and in class discussions to think about larger themes.

Group Assignment: A group research assignment will be given halfway through the semester. Your job is to become specialists in a region in the Islamic world. Using translated texts by Islamic geographers from the 9th and 10th centuries as a starting point, you will research a specific region including its cities, resources, topography, people and customs, art and architecture, and related historical events. The purpose of the assignment is to: 1) read, integrate, and evaluate primary sources (in translation), 2) implement research skills and access resources to discover relevant secondary sources, and 3) to develop an ability to communicate in written and verbal forms and collaborate by working in groups and giving a public (in-class) presentation. You will be in groups of 3-5 and present your regions at the end of the semester. A final paper will be turned in **on the first day of the presentations** that is between 3-5 pages (800-1500 words, double spaced) and include at least three non-Internet references.

Grading
The weight of the final course grade represented by each of the various assignments is indicated as follows:
Class Participation 10%
Map Assignment 10%
Quizzes 10%
Exam 1: 15%
Exam 2: 15%
Exam 3: 15%
Group Project/Final Paper 25%

Notice that the syllabus clearly spells out how the final grade will be determined.

Grading Scale:
100-97% = A+ 89-87 = B+
96-93 = A 86-83 = B
92-90 = A- 82-80 = B-
79-77 = C+ 69-67 = D+
76-73 = C 66-63 = D
70-72 = C- 60-62 = D-
59 or lower = F

Attendance Policy
Attendance is mandatory and I will take attendance at the beginning of each class. You may miss three classes during the semester, after which your class participation grade will be docked 3 points for each absence. If you miss more than six classes I will drop your final grade by three points and /or reserve the right to drop you from the course. All assignments must be turned in on time; those turned in late will not receive credit. If you must miss an exam you must let me know in writing *before* the date and there will be a make-up exam, otherwise you will receive a zero.

It is highly recommended to include all course policies in the syllabus, which serves as the official contract for the course. You may wish to include policies related to attendance, laptop or cell phone use, communication, academic integrity, or other advice.

Tardiness: Please do not come late to class as it disrupts the class for both your fellow classmates and for me. If you are significantly late (more than 10 minutes) or chronically late, you will be marked as absent for that day.

BLACKBOARD SITE

All materials for the course (except for the required book) will be posted on the Blackboard site for the course. This is particularly important for announcements and E Reserves. It is a good idea to check the Blackboard site regularly. You can get to our Blackboard here: https://blackboard.uncg.edu/webapps/portal/frameset.jsp The best way to contact me is by email. Please note that I will only check and respond to emails Monday through Friday during the work day; i.e. don't expect me to respond to an email at 2 am on a Saturday. I can communicate with you only by your UNCG email account (that is the email linked to Blackboard, for instance); make sure you check your UNCG email regularly.

Laptops in the Classroom: Laptops may *not* be used in the classroom.

Phones: Cellular phones *must* be silenced or turned off in the classroom. If your phone rings during class, you will be counted as absent for that class period. If I detect that you are using your phone to text (or surf) you will also be counted as absent for that day. Subsequent offenses will be treated with increasing severity.

Academic Integrity Policy
Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. Make sure you read and understand the policy, which is available at: http://academicintegrity.uncg.edu/complete/
If you have any questions about any aspect of this policy, including what constitutes plagiarism, please consult the professor.
UNCG's Academic Integrity Policy defines plagiarism as "representing the words of another, as one's own in any academic exercise"
(http://academicintegrity.uncg.edu/complete/). Plagiarism includes both 1) failure to cite sources for ideas and words you use; and 2) submitting all of parts of someone else's work as your own. Be sure to cite fully all material you use, whether you are paraphrasing or using a direct quote. Please note that plagiarism (this includes copying internet text for papers), cheating, and other violations of academic integrity are serious offences and will not be tolerated in the class or anywhere else in the University.

Additional Requirements and Advice
1. In case later consultation should prove necessary, students should keep copies of all graded assignments until the end of the semester (at least).
2. All course requirements must be completed to receive a grade for the class.
3. Late Work: Assignments are due on the date and at the time listed on the syllabus; if a crisis (such as illness) arises, it is **your responsibility** to contact me. If you do not contact me, the work (when eventually received) will be penalized, usually at the rate of 1/3 of a letter grade per day.
4. Consultation of websites not assigned on the syllabus: many students feel that they can obtain the "answer" (or even a good interpretation) concerning a historical problem by simply looking it up on the web. While the web has many uses, this is almost invariably a fatal strategy. Looking up someone else's ideas is no substitute for your own analysis. Some observations from the instructor's point of view: 1) use of a web-site without citing it is plagiarism, which, if detected, can result in serious academic penalties (see above);
2) instructors can often detect uncited use of a website when either the writing style of the student's paper changes drastically, or when facts/ideas/dates/people not discussed in class or in any of the assigned readings appear in an assignment. Again, I don't want to discourage you from gaining more perspectives by using the web. What I'm saying is that ultimately you are being evaluated on **your** analysis of the **assigned** readings, not on your ability to plug the ideas of some website into your essay.

Lecture and Reading Schedule:
I. THE RISE AND ESTABLISHMENT OF THE ISLAMIC STATE (7-10TH CENT.)
Week 1: Introduction (Lectures 1 and 2)
Aug. 20. Class Organization, Introduction to the Middle East/Geographic Overview
Aug. 22. The World Before Islam: The Byzantine and the Sasanian Empires
    Primary Source: Jahiliya Poetry (course document)
    Egger, Preface: xi-xii, xv, Ch. 1: 1-20
    A. Cameron, *The Mediterranean World in Late Antiquity*,
    152-96

The course schedule clearly identifies reading assignments and due dates for specific course assignments.

Week 2: The Pre-Islamic Near East and The Rise of Islam
(Lectures 3 and 4)
Aug. 27. Pre-Islamic Arabia, The Prophet Muhammad, The
Qur'an
    Screening of Part I of "Islam: Empire of Faith"
    documentary (PBS)
    Primary Source: The Constitution of Madina (course document)
    [map assignment due]
    Egger, Ch. 1: 20-32
    Denny, W. "Ummah in the Constitution of Madinah," *Journal of Near Eastern
    Studies* 36.1 (1977): 39-47. READ pp. 40-42.
    Aug. 29. The Age of Conquests and the Rashidun Caliphs, The First Civil War
    Primary Sources: Accounts of the Conquest of Egypt (course document)
    Egger, Ch. 2: 33-44, Ch. 3: 62-69
Week 3: The Umayyad Caliphate (Lectures 5 and 6)
Sept. 3. The Umayyads, The Second Civil War
    Primary Sources: Tax Rescript of 'Umar II (course document)
    Umayyad Coins (in class)
    Egger, Ch. 2: 44-61
    Gibb, H. A. R., "The Fiscal Rescript of Umar II," *Arabica* 2 (1955), 1-16.
    READ pp. 2-7.
    Sept. 5. Umayyad Art and Architecture: Religious Buildings and Desert Castles
    Primary Source: Dome of the Rock, Great Mosque of Damascus (in class)
    PICK ONE:
    Bacharach, J. "Marwanid Umayyad Building Activities" *Muqarnas* 13
    (1996): 27-44.
    Genequand, D. "Umayyad Castles: the shift from Late Antique Military
    Architecture to early Islamic Palatial Building." in H. Kennedy
    (ed.) *Muslim Military Architecture in Greater Syria*, 3-25

See syllabus archive for the rest of the course schedule.

Appendix B. Sample 500-level Syllabus including text box commentary about best practices

HIS 589 Peripheries of Empire: Ireland and India
Mondays: 3:30-6:20, MHRA 1210

PROFESSOR: Dr. Jill Bender
OFFICE: MHRA 2116
OFFICE HOURS: Mondays, 1:00-2:00pm; Wednesdays, 1:00-2:00pm; and by appointment
EMAIL: jcbender@uncg.edu

COURSE DESCRIPTION:
India is nearly fifty times the size of Ireland. And, its population is more than 1 billion people. Ireland, on the other hand, has a population of less than 5 million. Despite the obvious differences between contemporary Ireland and India, the two countries also share a history shaped by British imperial rule. As such, scholars have begun to examine the histories of Ireland and India within one analytical framework.
This course will explore the shared colonial experiences of India and Ireland from the mid-nineteenth century to the late-twentieth century. Particular themes will include: famine, nationalism, military involvement, violence, and partition. The course will not only reveal the complexity and multi-faceted nature of imperialism, but also will permit students to examine historical questions in two different regions.

Student Learning Objectives:
Upon completion of this course, students will be able to:
- Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in modern Ireland and India.
- Compare broad historical themes across national boundaries
- Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
- Use evidence-based reasoning to interpret the past coherently while developing and presenting a written argument.
- Interpret the historical roots of significant debates in today''s world.
- Evaluate historiographical debates within the field of imperial history.

> Notice that the syllabus contains specific learning objectives that show how the course content relates to the program learning goals for the history major. They emphasize historical thinking and analysis of primary sources. Synthetic and comparative reasoning are hallmarks of an upper-level course. Whether courses emphasize primary source analysis or historiography at the 500-level they should offer students opportunities to practice the evidence-based reasoning of the discipline.

EVALUATION AND GRADING:

<u>Undergraduate Requirements</u>

Response Papers (together, worth 40%): Students must write 3 short response papers over the course of the semester. Each of these papers should be based on the readings for one of the course themes: Famine, Nationalism, Military Involvement, Violence, and Partition. Students should draw from and cite at least 2 of the assigned readings in each paper. (See below for due dates – all papers are due at the start of class. I will not accept late or emailed papers – please plan ahead!) Papers should be 2-3 pages in length (typed, double-spaced, Times New Roman, 12pt font, standard margins).

Final Paper 40%: Each student will produce an 8-10 page historiographical essay that addresses one of the debates/themes covered in the course. This paper will require reading in addition to the assigned readings. You will need to submit a proposed bibliography in advance (due November 5th). The final paper will be due on the final day of class, December 3rd. In addition, please be prepared to present a short summery of your final essay to the class on December 3rd.

Notice that the syllabus identifies different requirements for undergraduate and graduate students. This is a university requirement for 500-level courses which may be used to earn both undergraduate and graduate-level credit. At the 500-level it is common to see assignments that require substantial writing that requires synthesis of additional research beyond the assigned readings. Papers rather than in-class tests tend to be the norm at this level.

Participation 20%: Class participation and attendance is essential. Each week you need to come to class ready to participate – in other words, you need to have completed **all** of the assigned readings, taken notes, and prepared questions and/or comments. Please bring a copy of the assigned readings to class. Any unexcused absences will result in a 0 for participation.

Graduate Requirements

Response Papers 40% (10% each): Graduate students must write 4 short response papers over the course of the semester. Each of these papers should be based on the readings for one of the course themes: Famine, Nationalism, Military Involvement, Violence, and Partition. (See below for due dates – all papers are due at the start of class. I will not accept late or emailed papers – please plan ahead!) Papers should be 2-3 pages in length (typed, double-spaced, Times New Roman, 12pt font, standard margins). These papers should both summarize the argument of the various readings and place the readings within historiographical context.

Final Paper 30%: 15-20 page historiographical essay on one of the course themes. Please meet with me in advance to create a reading list. This paper will be due on the final day of class, December 3rd.

Class Presentation 10%: Each graduate student must lead class discussion once over the course of the semester.

Participation 20%: Class participation and attendance is essential. Each week you need to come to class prepared to participate – in other works, you need to have completed **all** of the assigned readings, taken notes, and prepared questions and/or comments. Please bring a copy of the assigned readings to class. Any unexcused absences will result in a 0 for participation.

REQUIRED BOOKS:
I have placed copies of the following books on reserve at Jackson Library. In addition, copies are available for purchase at the university bookstore. All other readings will be provided via Blackboard.
G. K. Gandhi, *Hind Swaraj or Indian Home Rule*
Rudyard Kipling, *Kim*
Please note that there is no central text for this course. Should you have additional questions regarding the general histories of India and Ireland, I recommend the following books:
Thomas Bartlett, *Ireland: A History* (Cambridge: CUP, 2010).
Sugata Bose and Ayesha Jalal, *Modern South Asia* (London and New York: Routledge, 1997).
Senia Pešeta, *Modern Ireland: A Very Short Introduction* (Oxford; New York: University Press, 2003).

SETTING THE STAGE: INDIA AND IRELAND

Aug 20: Introduction to the Course
No reading assignment

Aug 27: Ireland and India in the British Empire
David Fitzpatrick, "Ireland and the Empire," *The Oxford History of the British Empire*, vol. III, *The Nineteenth Century*, ed. Andrew Porter (Oxford; New York: OUP, 1999): 495-521.
Sugata Bose and Ayesha Jalal, "The First Century of British Rule, 1757 to 1857: State and Economy," *Modern South Asia: History, Culture, Political Economy* (London and New York: Routledge, 1998), 67-75.
Robin J. Moore, "Imperial India, 1858-1914," *The Oxford History of the British Empire*, vol. III, *The Nineteenth Century*, ed. Andrew Porter (Oxford; New York: OUP, 1999): 422-446.
Graduate Students, please also read the following:
Alan Lester, "Imperial Circuits and Networks: Geographies of the British Empire," *History Compass* 4, 1 (2006): 124-141.

At the 500-level students are typically expected to read multiple articles or book chapters per week.

Sept 3: *No Classes*

Sept 10: Ireland and India – Imperial Affinities
C.A. Bayly, "Ireland, India and empire, 1780-1914," *Trans. Royal Hist. Soc.* 6th ser., 10 (2000), 377-397.

FAMINE

Sept 17: The Great Famine
Peter Gray, *The Irish Famine* (New York: Harry N. Abrams, Inc., 1995), 31-63.
James S. Donnelly, Jr., "Introduction," *The Great Irish Potato Famine*, (2002).

Sept 24: Famines in India ***FAMINE PAPERS DUE***
Mike Davis, *Late Victorian Holocausts*, 25-59.
Jill Bender, "The Imperial Politics of Famine: The 1873-74 Bengal Famine and Irish Parliamentary Nationalism," *Éire-Ireland* 42: 1&2 (Spring/Summer 2007): 132-156.

Peter Gray, "Famine and Land in Ireland and India, 1845-1880: James Caird and the Political Economy of Hunger," *The Historical Journal* 49, 1 (March 2006): 193-215.

NATIONALISM

Oct 1: Nationalism in Ireland and India
Senia Pešeta, "National Questions," *Modern Ireland: A Very Short Introduction* (Oxford; New York: University Press, 2003), 48-63.
Dennis Dworkin, ed. "New Departures," *Ireland and Britain, 1798-1922: An Anthology of Sources* (Indianapolis/Cambridge: Hackett Publishing Company, 2012), 112-170.

Oct 8: Nationalist Collaboration ***NATIONALISM PAPERS DUE***

See the [syllabus archive](#) for the complete syllabus.