Note: Nomination packets from the previous year’s award recipients are posted only to provide nominees with an example of a successful portfolio.

Nomination guidelines may vary slightly from year to year. Please refer to the Presidential Awards website for current guidelines.

http://utsa.edu/facultyawards/awards/pres.html
President's Outstanding Core Curriculum Teaching Award
Application Form

Nominee Information:
Name: _____Kirsten E. Gardner_________________Title:__Associate Professor of History________
College: ___COLFA______________________________________________________________
Department: ____History Department___________________________________________
Campus Phone: ___458-2752_______Campus E-mail:__kirsten.gardner@utsa.edu______

College Information:
College:_________ Liberal and Fine Arts

Dean’s Office Phone: ___X-4359_______E-mail: terri.reynolds@utsa.edu

This nominee is eligible for consideration of this award.
Dean’s Signature: ________________________________

Completed nomination packets should be uploaded to Rowdy Space by the Dean’s Office no later than close of business Thursday, February 17, 2011.

Eligibility for Award:
Faculty nominated must have taught at least four consecutive semesters at UTSA. The awards are based on performance during the calendar year of the award. For example, to be eligible you must have taught consecutively since January, 2009 and have taught at least one core course in the 2010 calendar year. Priority will be given to candidates who have not previously won the award.

Criteria:
The nominee must demonstrate excellence in core curriculum teaching in the following areas:
 innovation and rigor in the classroom
 a strong commitment to the aims of the core curriculum through innovative course development and assessment
 positive student response to his/her instruction

Complete nomination packets will consist of:
1. Completed application form
2. Nomination Letter from the nominee’s Department Chair
3. Core Teaching Self-Statement (maximum of two pages) addressing innovation and rigor in the classroom, a strong commitment to the aims of the core curriculum through innovative course development and assessment, and positive student response to his/her instruction.
4. Curriculum Vita
5. Core Course Portfolio that includes:
   Applicable student evaluations of core course including statistical summaries and student comments
   A recent syllabus for a core course,
   Sample course materials (e.g.: sample student assignment and assessment)
* Goals of the Core Curriculum (as stated in the Undergraduate Catalog, pg. 4-5)

The Core Curriculum reflects the educational goals of the University. It is designed to enable students to assess the perspectives and accomplishments of the past and to move to the future with an informed and flexible outlook. It promotes intellectual adaptability, ethical awareness, and transfer among diverse modes of thought. An essential aim of the Core Curriculum is to cultivate the verbal, numerical, and visual skills necessary to analyze and synthesize information, construct arguments, and identify and solve problems. Another essential aim is to foster understanding of the intellectual and cultural pluralism of modern society as it is reflected in natural science and mathematics; behavioral, cultural, and social science; and literature and artistic expression. By encouraging interdisciplinary study, the Core Curriculum seeks to develop critical awareness of the continuities and discontinuities of human thought, history, and culture, thus helping prepare students to meet the demands of change.
14 February 2011

Awards Committee
Presidential Distinguished Achievement Award for Core Curriculum Teaching (Tenured/Tenure-Track Faculty)

Dear Colleagues,

I write to nominate Dr. Kirsten Gardner of the Department of History for the President’s Distinguished Achievement Award for Core Curriculum Teaching by tenured/tenure-track faculty. Dr. Gardner has a proven record of commitment, success, and innovation in Core curriculum teaching. She teaches across programs and fields, continuously seeks to refine and improve her teaching techniques, and has invested her time in course development activities. An outstanding instructor, beloved by students and lauded by her peers, Dr. Gardner personifies the university’s commitment to Core teaching.

In her ten years at UTSA, Dr. Gardner has regularly taught Core classes in American Studies (AMS 2043), Women Studies (WS 2013; formerly WGS 2013), and History (HIS 1053), making her unique in the Department—and probably the College and University as well—in the diversity of Core courses she has taught. Her approach to these classes reflects her engagement with the goals of the Core curriculum; these goals are not abstract concepts to her but achievable objectives for her students. In her classroom, Dr. Gardner presents history as an analytical tool that encourages critical assessment of the past and critical thinking about the present and future. By teaching students to critically engage with the past, Dr. Gardner’s Core courses enable them to develop their skills of analysis and comparison as well as help them grapple with the multiplicity of viewpoints that characterize both historical events and contemporary issues.

Dr. Gardner employs an impressive array of innovative teaching and assessment techniques in her Core classes. The large size of many of her surveys has spurred her to develop mechanisms for enhancing learning and encouraging student success. She has been a leader in the Department in implementing group work as a means of facilitating student discussion and peer learning. She uses interdisciplinary primary sources, such as music and autobiographies, to reveal to students the diverse and contested nature of the past. She was an early-adopter of classroom response systems (e.g. iClicker) and she regularly requires students to submit index card responses to a day’s lesson as a method of promoting critical analysis. And by using a variety of assessments in her courses—not just quizzes and tests but also group work and daily participation—students have an opportunity to demonstrate their command of the material in many different ways. Her desire for her students to have success should not disguise the fact that her classes are demanding and rigorous. She maintains high expectations for her students, and she insists that they engage critically with the course material in order to succeed.
Dr. Gardner’s teaching evaluations demonstrate the success she has had in her Core classes. Students regularly give her courses and her teaching high marks; her IDEA scores consistently have ranked among the highest for tenured faculty in the Department. Students clearly have responded to her teaching style and approach. One student in a recent survey class remarked that her “use of video clips, pictures and primary resources engage the student into learning why and how events happened,” while another commented that “she is always enthused and eager to teach.”

Perhaps nothing better demonstrates Dr. Gardner’s commitment to Core teaching than her work as co-investigator in a three-year UT System grant, “Transforming Undergraduate Education.” The grant focuses on Core curriculum courses, particularly HIS 1053, the second-half of the U.S. history survey. Working with a colleague in the Department, Dr. Gardner is developing a hybrid version of HIS 1053 in which particular content can be delivered through interactive web-based modules, and in-class exercises can be focused on classroom discussion, dialogue, and analytical exercises. By taking advantage of the interactivity and hypertextuality of the Web, the subject modules, on topics such as Reconstruction, Women’s Suffrage, the Progressive Era, and the Cold War, enrich students’ educational experience without sacrificing in-class contact with the instructor—hence, the hybrid nature of the course.

Dr. Gardner is a superb teacher who is deeply committed to Core curriculum teaching. She has devised innovative teaching techniques that emphasize objectives that sync with the goals of the Core curriculum. She has invested herself in course design and development, and she consistently earns high scores from her students in teaching surveys. Not one to rest on her accomplishments, Dr. Gardner continuously strives to refine and improve her Core courses. Her participation in the 2010 Boot Camp for Professors is testament to this fact. Dr. Gardner is an energizing and engaging teacher who is a worthy recipient of the President’s Distinguished Achievement Award for Core Curriculum Teaching.

Sincerely,

[Signature]
Gregg L. Michel
Chair & Associate Professor
Department of History
To Whom It May Concern:

I am pleased to prepare this letter of recommendation for Prof. Kirsten Gardner for the President’s Distinguished Achievement Award in teaching. As a former department chair and frequent member of the department’s merit review committee, I am better posted than most faculty on Prof. Gardner’s very impressive teaching record over the past 11 years.

A review of her syllabi and related classroom materials will reveal innovative and well thought out courses that put a premium on active learning. She makes extensive use of the many teaching strategies (group work, peer evaluation, Web CT) imparted at the many teacher workshops she attends. She integrates service learning into her courses where appropriate. Prof. Gardner offers a variety of assessment techniques that can span the range from the standard paper to a web page. Her writing requirements are heavier than most, and she even allows students in AMS 2043 to do rewrites for a better grade. This latter option is known to being enormously helpful in improving writing skills even if they make greater demands of the instructor’s time. In the last year or so she has secured a couple of grants to bring even more innovative teaching strategies to her classroom.

It hardly should need to be said that Prof. Gardner’s courses are very well received students. Over the last half dozen semesters when the IDEA system was in use (Fall 2007 to Spring 2010) Prof. Gardner’s nine courses that were evaluated earned a mean adjusted score of 59.0 on the excellence of course question. Even I could get a high score on IDEA from time to time, but sustaining a high average in nine courses over 3 years speaks to the overall excellence of Professor Gardner’s performance in the classroom. I believe a key to her popularity as a teacher (and a colleague) is the respect that she shows to every student, as expressed in her statement. Peer observations note that even in large lecture classes Gardner makes it a point of learning the students’ names, which she somehow manages to do.

Professor Gardner also makes ready use of technology. She is one of the local campus experts on i-clickers and has given a number of workshops on their use. At the present time Professor Gardner and I are working together on a grant funded by the University of Texas system to develop blended courses to be taught partly on-line. I approached Kirsten to work with me on the grant because I knew that she would have a number of excellent ideas about how such a course might be taught and would ably put them in to effect. In the last year she has been designing interactive modules to introduce key historical concepts or delve in to a complex historical topic that are now appearing on Blackboard.

Further testimonies to her teaching prowess explain her presence on the University’s Advisory Committee for the Teaching and Learning Center and her presentation at the American Historical Association on curriculum alignment at the K12 and college levels. In short, Prof. Gardner has taken a variety of initiatives in the past decade to demonstrate her commitment to her students and to education. I do not believe the awards committee could find a TT teacher here at UTSA more worthy of recognition.

John F. Reynolds
Professor
February 12, 2011

Re: Nomination of Kirsten Gardner for President's Distinguished Excellence Award: Core Curriculum Teaching (Tenured)

To Whom It May Concern:

It is an honor and a pleasure to write this letter in support of a teaching award for Kirsten Gardner. I know of no other colleague I could recommend more highly or whose teaching is more deserving of recognition.

Over many years, I have worked closely with Dr. Gardner in many capacities, and my own teaching has benefitted immensely from her knowledge and wisdom. She regularly attends TLC events and has been generous in sharing strategies she has gleaned from those sessions. We have spent hours over the years discussing ways to improve the learning experience for students. Thinking back on those conversations, I am struck by her continued enthusiasm for teaching and her dedication to improving her teaching in concrete ways. I have learned from Kirsten how to use group work more effectively, how to start class in a more dynamic fashion by using music when appropriate, and how to test students' understanding of the material without overburdening myself. She continues to be a major inspiration for me. I would not be as successful a teacher if I had not had the good fortune to have a mentor like Dr. Gardner.

Her success with students is well known. Dr. Gardner has an impressive reputation among students. As faculty in the American Studies program, we share many of the same students. On many occasions, students have praised her work directly to me. They appreciate her ability to communicate information, the depth of her knowledge, her organized and enthusiastic approach to teaching, and her willingness to help them reach their academic and professional goals. And the best students admire the rigorous training they get in critical thinking and analysis.

Recognition of the outstanding teaching of Dr. Gardner is long overdue. Her dedication to the core curriculum is demonstrated by her routine teaching of core curriculum courses, her many innovations in curriculum and assessment, and her ceaseless search for ways to engage students and foster their ability to function as informed and involved citizens. Dr. Kirsten Gardner is an asset to our department, the college, and the university. Her work with students at all levels is exemplary, as is her dedication and work ethic. This award would recognize her outstanding contributions to all segments of the UTSA community.

Sincerely,

Marian Aitches, Ph.D.
American Studies Program
Department of History
Since joining UTSA in 2000, I have worked to infuse my Core Curriculum classes with the larger goals of the university and the core curriculum. Most recently (2010), I taught HIS 1053 (U.S. History 1870 to the present), but I have had the privilege of teaching AMS 2043 (Approaches to American Culture) and WS 2013 (Introduction to Women’s Studies) in prior years. The challenges and rewards of core curriculum teaching have been meaningful. As I teach students to analyze multiple historical and cultural perspectives, I strive to teach analytical and organizational skills, include problem solving exercises, and foster writing skills that will prepare students for future leadership positions.

Teaching the core curriculum is a constantly evolving skill that requires learning, introspection, consideration, and perseverance. For years I have adapted my US history survey to include exercises that stimulate higher level learning. Borrowing from Dee Fink’s model of learning, I have designed analytical exercises (samples included in support material) that require students to analyze primary sources, consider multiple interpretations of the past, and dialogue about the how perceptions of the past inform the present. In particular, I have successfully applied group learning to my core curriculum classes; adopted daily i-clicker exercises that stimulate discussion and questions; assigned regular writing exercises; incorporated music and other primary source material to sharpen student’s ability to analyze and synthesize multiple perspectives of the past; created interactive online learning modules (see current Blackboard 1053 course); and adopted frequent testing to encourage regular studying and application. Throughout all of these endeavors, my goal has been constant -- I work to create an environment where my students can learn and in the process, consider how learning strategies can be applied to all facets of academia and life.

As a teacher, I hope my students will trust me enough to engage in my learning practices, ask questions, explore ideas, and share confusions. I foster environments where learning can occur within a range of levels, focus on a wide variety of cultural experiences and practices, and recognize intellectual trends and developments that have influenced modern society. In my HIS 1053 class, students learn far more than a single subject. The classroom provides space for acquiring critical thinking skills, working through group exercises, practicing public presentation, and creating friendships and study groups that may persist far into the future.

I design my core curriculum class to include an assortment of sources, exercises, and points of view. As one example, my students read interdisciplinary texts such as the autobiography *Coming of Age in Mississippi* as well as the historical Mexicotexan novel *George Washington Gómez*. Students analyze primary sources such as historical maps, song lyrics, legal doctrine, political tracts, photographs, and more. Final grades are dependent on a combination of participation, individual work, group work, writing, and exams.

One of the greatest challenges in leading the US 1053 course is the deliberate act of giving up control of the classroom and letting students take responsibility for learning. I have a strong inclination to explain the subjects I have studied, summarize the trends in scholarship, and highlight significant ideas and theories. However, over time I have realized that allowing my students to engage in the process of learning an idea is far more meaningful than assessing their ability to memorize an explanation, term, or theory. Recently, by applying a range of analytical exercises such as Problem Based Learning, I have asked students to consider how ethical beliefs inspired many Progressive reforms, why U.S.
government policy allowed the 1942 internment of Japanese-Americans, and how environmental concerns have evolved in the past century as a national concern. By spending more time on the process of learning about such issues and events, I believe students gain skills that allow them to apply ideas and a broad range of contemporary situations. The UTSA Teaching and Learning Center’s attention to the process of learning has fostered my course development, as well as ideas I gleaned while attending the 2010 Boot Camp for Professors.

I adopt group work in my core curriculum classes because it tends to lend itself to some of the goals outlined above – giving up control in the classroom, allowing students to take responsibility for their learning, and creating a process that engages students on multiple levels of learning. Group work (groups include 6-8 members) fosters verbal, communication, and analytical skills as it requires students to synthesize historical evidence, construct persuasive arguments, and solve problems. Although there are specific trends that facilitate group work, every semester I am reminded that these trends can change over time. For instance, each semester group assignments are created with specific goals, outcomes, and accountability. The design is critical to the success of the group project, but so is student response to the assignment. As a teacher, I routinely consider how student dynamics, interactions, classroom size, and configuration change each semester. Although experiences will aid in interpreting these variables, students can offer incredible insights. As instructors, listening to these insights allows us to create collaboration in learning, and often improves the outcome of class.

In 2009, I became an investigator on a 3-year grant project focused on “Transforming Undergraduate Education.” This grant has afforded me the opportunity to think creatively about using online instruction as a way to foster learning in HIS-1053. In short, the grant is designed to move content most often delivered in lecture format online, thereby freeing in-class time for analytical assignments. Designing the modules through Articulate, I have worked to create interactive and interdisciplinary online reviews of key ideas in American History. I am also incorporating local history into the narrative. For example, in a module about the Japanese American internment, I recorded a video segment at the San Antonio Japanese Tea Gardens, renamed in World War II due to anti-Japanese sentiment. Designing learning modules has opened new venues to experiment with higher level learning goals in the core curriculum classes and my work on these designs is informed by recent scholarship on learning, content delivery, and assessment.

In conclusion, teaching is an interactive and dynamic endeavor. In my first years of teaching, I was most concerned with mastery of the material and my ability to convey it – often in a lecture style. Over the years however, I have learned that good teachers recognize that the art of teaching is not the art of mastering a subject, but rather the insistence on stretching teaching skills and experiences in order to ensure that students gain the confidence and skills needed to learn in the classroom. Fulfilling the goals of the Core Curriculum have inspired me to incorporate new ideas, innovate routinely, and constantly consider how and what my students are learning. I am honored to be nominated for this award and thank you for your consideration.
Curriculum Vitae

Kirsten E. Gardner

UTSA History Department
One Circle Drive
San Antonio, TX 78249
Voice: (210) 458-2752
Email: kirsten.gardner@utsa.edu

Current Position:
Associate Professor of U.S. and Women's History, University of Texas San Antonio
Coordinator of UTSA American Studies Program

Education
Ph.D., University of Cincinnati, 1999
Graduate Certificate in Women's Studies, University of Cincinnati, 1999
M.A., History, University of Cincinnati, 1995
B.A., Georgetown University, 1993

Academic Positions
2006-present Associate Professor, University of Texas San Antonio
2007-present American Studies Coordinator
2000-2006 Assistant Professor, University of Texas San Antonio
2003-2004 Associate Dean, UTSA Women's Studies Institute
2003-2004 Assistant Chair, UTSA History Department
1999-2000 Lecturer, Northern Kentucky University

Publications


“Controlling Cervical Cancer in the U.S.: From Warning Signs to Vaccinations” in Gender, Health and Popular Culture: Historical Perspectives (Waterloo, ON: Laurier, 2010).


Awards
Transforming Undergraduate Education to Create Significant Learning in the History and Biology Survey Course," $250,000 from the University of Texas System (2009)
NEH Summer Institute Award, "Nature and History at the Nation's Edge: A Field Institute in Environmental and Borderlands History" (2009)
Othmer Library of Chemical Heritage Foundation Travel Grant (2009)
"Graphic Novels and Historical Analysis: Active Learning" UTSA Teaching Grant (2008)
UTSA Faculty Research Development Leave (2005)
Schlesinger Research Support Grant (2004)
University Faculty Research Award, University of Texas San Antonio (2003)
COLFA Summer Research Grant, University of Texas San Antonio (2001)
American Association of Colleges & Universities PFF Fellowship (2000)
Taft Advanced Departmental Fellowship, University of Cincinnati (1998-1999)
Taft Graduate Student Travel Grant (1999)
Taft Advanced Competitive Fellowship, University of Cincinnati (1997-1998)
Association for Research on Nonprofit Organizations and Voluntary Actions, Emerging Scholars Award (1998)
University Research Council Summer Grant (1997)
University Graduate Scholarship (1994-1999)

Academic and Conference Presentations and Workshops
"Water and the Transformation of Social Spaces," American Society of Environmental History, Portland, OR, March 2010


“Eating and Health: Nutrition and Diabetes from a Historical Perspective,” Southern Association for the History of Medicine, UTSA, February 2006.


“From Midwives to Patient Activists,” Invited Presentation to the University of Texas Health Science Center Women’s American Medical Association, September 2003.


“Pushing the Boundaries: Female Cancer Awareness Programs in the 1950s,” American Association for the History of Medicine, New Brunswick, New Jersey, May 1999.

“Hiding the Scars, Breast Prosthesis After Mastectomy,” Beauty and Business: Hagley
Spring Conference, Hagley Museum and Library, Wilmington, Delaware, March 1999.


Book Reviews/Review Essays


Review of Martha Stephens, The Treatment: The Story of Those Who Died in the Cincinnati Radiation Tests, Ohio Valley History, Volume 3, Number 3 (Fall 2003), 81-82.


Courses Taught at UTSA
Graduate Level: Women in the United States (HIS)
Reproductive Rights: A Historical View (HIS)
Undergraduate: Approaches to American Culture (AMS)
United States Since 1945 (HIS)
United States History: Civil War Era to Present (HIS)
Honors U.S. History: Civil War Era to Present (HIS)
History of Women in U.S.: Pre-Columbus to 1890 (HIS)
History of Women in U.S.: Since 1890 (HIS)
Gender, Technology and the Body (AMS)
Senior Seminar: Gender and Medicine (HIS)
Senior Seminar: Culture of the Cold War (HIS)
History of Medicine (HIS)
Contemporary Policy Issues (WGS)
Introduction to Women and Gender Studies (WGS)

Teaching Presentations and Development
TEAM (Teaching Effectiveness and Mentoring) Advisory Board (2005-2008)
Teaching Assistant Workshop, co-chair of seminar (UTSA/TEAM 2004-2007)
New Faculty Orientation, Co-chair of seminar (UTSA/TEAM 2005, 2006)
“Teaching and Gender,” UTSA Women’s History: Panelist (2004)
Faculty Mentor, Communications Arts High School Senior Student, 2001-2002.
University of Cincinnati, Future Faculty Seminar Participant, 1999

Professional Activities
Editorial Board, Journal of Medical Humanities (2005-present)
Local Arrangements Chair, Southern Association for the History of Medicine (2005)

UTSA Service (selected)
UTSA American Studies Coordinator, 2007-present
History Department DFRAC Chair, 2008-present
Faculty Senator, UTSA, 2004-2007
Coordinator, History Undergraduate Curriculum, 2005-2007
Judge, San Antonio Regional History Fair, 2005-present
President, UTSA Women Faculty and Staff Association 2001-2003
Co-Chair, UTSA Women’s History Week 2002
Chair, UTSA Women’s History Month 2003, 2004
Faculty Advisor for LIPS, UTSA Student Group, 2001-2006

References
Joanne Meyerowitz, Ph.D.
Professor, Yale University
History Department
New Haven, CT 06520
Joanne.meyerowitz@yale.edu

Prof. Susan Smith
University of Alberta
Edmonton AB T6G 2H4
Tel. (780) 492-2576
susan.l.smith@ualberta.ca

Prof. John Reynolds
University of Texas San Antonio
Once UTSA Circle
San Antonio, TX 78249

Prof. Barron Lerner, Ph.D., M.D.
Columbia University
Note: Evaluation survey results have been removed from this online portfolio to protect student confidentiality.
U.S. History 1865-present  
History 1053-902  
Spring 2011

Prof. Gardner  
210-458-2752
Office location: BV 4.340
Email: Blackboard [bb.utsa.edu]
Office hours: Tuesday and Thursday 2:15-3:15 and by appointment

Course Information:  
CRN: 23199
Tuesday and Thursday 1:00-2:15
Frio Street 3.402

This course will teach students about the social, cultural, political, and economic history of the United States since 1865. We will explore the transformation of America from a rural to urban society, its involvement in World affairs, its expanding domestic policy, and its struggle to offer all Americans the full rights of citizenship. Special attention will be devoted to studying how categories of race, class, gender, and ethnicity have shaped the American experience.

Students will have the opportunity to think critically and learn about history and multiple interpretations of the past. Reading assignments and web-based modules will allow students to examine a range of historical actors/voices that represent different experiences of the past. To facilitate discussions and dialogue about historical change, a portion of class time will be devoted to small group discussions and analysis of primary sources. Within the first weeks of class meeting, you will be assigned to a group and remain part of that group for the remainder of the semester. In addition to small group discussions, we will also have the opportunity to exchange ideas on Blackboard. Please note that class attendance is mandatory. Finally, students will be required to participate in every class (via i-clicker, group work, and/or quizzes and midterms).

Course Objectives:  
Offer students an opportunity to:
- Analyze and critically evaluate ideas, arguments, and points of view
- Learn how to recognize and analyze primary sources
- Examine the intersections of gender, race, class and ethnicity in historical scholarship

Required Texts and Supplies (Please bring assigned readings as needed):
George Washington Gómez, Américo Paredes  
Coming of Age in Mississippi, Anne Moody  
i-clicker (I will provide FREE i-clickers that you can borrow – no need to buy this!)  
12 Parscore Forms (3 with 50 choices, 9 with at least 20 choices)  
10 index cards

Classroom expectations:
- Class attendance is mandatory and students may lose up to one full letter grade for every 3 classes absent  
- I welcome questions and reactions during class time, as long as you avoid monopolizing class time and respect the opinion of others.  
- Please arrive on time and remain for the entire class. If you need to leave early due to a personal commitment, please sit near the door and tell me before class.  
- Of course, turn off all cell phones, pagers, and other noisy devices.

I'm looking forward to a great semester. Thanks for joining the class!
Course Requirements:

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<td>Midterm 1</td>
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<td>Midterm 2</td>
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<tr>
<td>Final</td>
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<tr>
<td>Individual Quizzes</td>
<td>15%</td>
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<tr>
<td>Weekly Writing (avg. of top 5 papers)</td>
<td>20%</td>
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<tr>
<td>Groups Quizzes/Assignments</td>
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<tr>
<td>I-clicker, class writing, and participation</td>
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Midterms and Final:
There will be two in-class midterms and a final that may include multiple choice questions, identification, primary source analysis and short answers. All tests will require that you draw on the material from the class, assigned readings, and discussions. I encourage you to form study groups to prepare for the exams.

Reading and Individual Quizzes
There will be six scheduled quizzes this semester that may include multiple choice and/or short answers. You are welcome to bring in one index card of notes for these quizzes (maximum size 5x7). You may not reschedule a quiz if you cannot attend class on that day, but I will drop the lowest quiz score before computing your final grade. This quiz will be dropped for both excused and unexcused absences. (If you have more than one excused absence, please complete the UTSA excused absence form at [http://provost.utsa.edu/VPAFS/information.asp](http://provost.utsa.edu/VPAFS/information.asp) and see me to arrange an alternative assignment.)

If you have more than one excused absence, please complete the UTSA excused absence form at [http://provost.utsa.edu/VPAFS/information.asp](http://provost.utsa.edu/VPAFS/information.asp) and see me to arrange an alternative assignment. Please note, there are no make-up “in-class” assignments, however if an emergency prevents you from attending a midterm or final, email me BEFORE the scheduled exam and we can discuss your situation. Likewise, if an emergency prevents you from attending a number of classes, please meet with me to discuss your situation.

Blackboard
All students will be required to consult Blackboard regularly for course updates, learning modules, and discussions. (The downtown computer lab is located in FS 2.400) I will post power points, learning modules, additional reading material, and more on Blackboard. Additionally, weekly writing assignments will be submitted via Blackboard. If you need help with the system, please call 458-5538 and/or visit the OIT website [http://www.utsa.edu/oit/blackboard/BB_student_support.cfm](http://www.utsa.edu/oit/blackboard/BB_student_support.cfm)

Weekly Writing Responses
Each week, I will post a question/thought regarding the weekly course material on Blackboard. For at least five weeks, you need to write a short essay in response to the Blackboard “weekly issue.” Your response must be formal, well organized, and present a logical and persuasive argument. Your response should be submitted as a Word document, in 12-point font, and double-spaced. Weekly writings should be between 1-2 pages (or 250-400 words) and must be submitted by the deadline indicated, generally two weeks after the question in posed. Include citations as appropriate for any specific information, data, or quotes borrowed from another source. Please visit bedfordstmartins.com/plagiarism tutorial for clarity about how to write critical summarizies, reviews, and proper acknowledgements for borrowed ideas.

By semester’s end, you must complete a minimum of five weekly writing responses. If you complete more than 5 weekly writings, I will consider the best five grades in your final grade calculation. Please visit me (during office hours or by appointment) if you want additional guidance or writing tips. Please note that UTSA offers writing assistance, at no charge, in the Writing Center. Visit [http://www.utsa.edu/twc](http://www.utsa.edu/twc) for additional information.
I-clicker, In-class writing and Participation:
Students are expected to attend every class and complete the assigned reading before class meetings. As one way to gauge this participation, student will regularly respond to in-class questions via an i-clicker. (I will loan an i-clicker to each student the second week of class.) **Students will be responsible for registering the i-clicker via the computer and bringing it to class on a daily basis.** Participation grades will reflect i-clicker responses as well as your willingness to listen to other’s ideas, respond thoughtfully, and introduce your own thoughts to class discussions. Throughout the semester, I may ask you to write informal response papers in class, complete short assignments in class, and contribute to class projects. The content of these responses may range from lecture material to assigned reading, and will also contribute to your participation grade.

Group assignments:
During the second week of the semester, you will be assigned to a group. I recommend that you sit with your group routinely, but you must sit with the group during group activity days. Throughout the semester, group assignments will create a space for you to discuss historical ideas in a smaller setting. Group assignments will be submitted and graded collectively. If you participate in group work, it can only improve your grade. To better discern student participation during group work, peers will be required to evaluate (100, 85, 75, 65, or 55) the individuals in your group at the end of the semester. **If you miss group meetings, you will likely receive very low marks from your peers.**

Additional Information:
The History Department Office is located in HSS 4.04.06 and is open M-F 8-5. Dr. Gregg Michel is the Department Chair. Ms. Cheryl Tuttle serves as Administrative Associate aided by Administrative Assistant Andrea Trease; both are available at 458-4033/4333 or at history@utsa.edu and will be happy to tell you more about the programs and to answer your questions about the History Department. See our Department Website at the following URL address: [http://colfa.utsa.edu/hist](http://colfa.utsa.edu/hist) The COLFA Advising Center offers an **undergraduate student advisor**, and she/he can assist you in selecting courses and planning your course of study.

The History Department urges all students to familiarize themselves with the University’s **Student Code of Conduct** that states (Sec. 203 parts “D” and “E”):

"**Plagiarism** includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit."

"**Collusion** includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty."

Support services, including registration assistance and equipment, are available to students with documented disabilities through the **Office of Disabled Student Services (DSS)**, MS, 2.03.18. Students are encouraged to contact that office at 458-4157 prior to starting classes to make arrangements.

**Survey of Student Attributes and Class Performance**
The University of Texas System has funded a grant to study the feasibility and effectiveness of college courses conducted using on-line sessions as part of the courses. The instructor of this course along with other UTSA faculty are involved in designing on-line versions of this and other courses for the purpose of evaluating the possibility of teaching courses such as history and biology using on-line teaching or on-line study.

In order to assess the quality and effectiveness of these experimental instructional designs, we will compare courses taught in the traditional way with those taught using the methods to be tested with the research. This semester’s course will be taught in the traditional way and will not involve any experimental teaching techniques.

In order to better assess the quality and effectiveness of these experimental instructional designs, this semester’s course and other courses will serve as a “control” or “benchmark” for future comparison. We will be collecting and analyzing data bearing on the educational background of students that will be linked to their performance in the course. Among the information to be gathered on the students will be their scores on the Texas Success Initiative, SATs and ACTs, their grades in their high school social studies and science courses, along with the identity of their high school, and any
prior college experience as evidence by their G.P.A. from UTSA or other colleges/schools attended, hours attempted and hours earned. The data will be compiled using Banner IDs rather than names or social security numbers; after the dataset has been assembled we will remove the Banner IDs to preserve anonymity. If you have any reservations about participating in this study please contact the instructor by e-mail or in person. The material assembled for this study will be examined after the semester and will have absolutely no bearing on your grade – whether or not you participate.

CLASS SCHEDULE:
Week One (January 11 and 13) – Introduction and Blackboard assignment
Before our class meeting on Thursday, email me via Blackboard, indicate that you have reviewed the syllabus, and please share any questions and tell me about your specific areas of interest within U.S. History. If you have problems logging onto Blackboard, call 458-5538 or visit [http://www.utsa.edu/oult/blackboard/BB_student_support.cfm]

Week Two (January 18 and 20) – Reconstruction and Its Legacy
Read Chapter 16 (Roark) and visit online modules
Group Assignments and i-Clickers distributed Jan. 20th

Week Three (January 25 and 27) – Mexican-American War and Westward Expansion
Read Chapter 17 (Roark) and visit online modules
Quiz #1 on Thursday 1/27

Week Four (February 1 and 3) – Industry, Urban Growth and Progressivism
Read Chapter 18 and 19 (Roark) and visit online modules
Quiz #2 on Thursday 2/3

Midterm #1 on Tuesday, February 8th

Week Five (February 10) – Guest speaker: Dr. David Montejano
Read Chapter 21 and 22 (Roark) and visit online modules

Week Six (February 15 and 17) – From 1920s to the Great Depression
Read Chapter 23 (Roark) and visit online modules; complete pp. 1-177 GWG for quiz
Quiz #3 on Thursday 2/17

Week Seven (February 22 and 24) – FDR and New Deal Politics
Read Chapter 24 (Roark) and visit online modules; finish GWG by Thursday
Quiz #4 on Thursday 2/24

Week Eight (March 1 and 3) – World War II: Home and Abroad
Read Chapter 25 (Roark) and visit online modules

Midterm #2 on Tuesday, March 8th

Week Nine (March 10) – Cold War and Culture of Fear
Read Chapter 26 (Roark) and visit online modules

Enjoy Spring Break Week of March 15th

Week Ten (March 22 and 24) – 1950s Domesticity and Emerging Civil Rights Movement
Read Chapter 27 (Roark) and visit online modules
Week Eleven (March 29 and 31) – Social Justice and Political Demands
Read Chapter 28 (Roark) and visit online modules, complete pp. 1-222 COA for quiz 5*
Quiz #5 on Thursday 3/31

Week Twelve (April 5 and 7) – 1960s and Social Change
Finish Coming of Age in Mississippi by Thursday*
Quiz #6 on Thursday 4/7

Week Thirteen (April 12 and 14) – Vietnam, Social Justice and Anti-War Protest
Read Chapter 29 (Roark) and visit online modules*

Week Fifteen – (April 19 and 21) – Rise of Conservatism
Read Chapter 30 (Roark) and visit online modules*

Please note that April 25th is the final drop date for undergraduate students.

Week Sixteen (April 26) - Review for Final and Globalization

*All reading assignments should be completed before class on Thursday.

Final Exam – Wednesday, May 4th at 10:30 (in our classroom)
Samples of small group exercises/higher level learning exercises for U.S. History

Problem based learning

1. Imagine you live in California and President Roosevelt is delivering a speech at the Convention Center. As you walk to the convention center, you see lines of Japanese-Americans waiting for bus rides. You notice a classmate and her family and ask where they are going. You learn that the family is being relocated during the course of the war to a U.S. internment camp. If you had a chance to ask a question or two, what would you ask President Roosevelt? If you had a chance to speak to him for 3 minutes what would you say regarding Executive Order 9066?

2. Imagine that you have been working in public relations for 10 years. During the war, the U.S. government recruits you to design posters. In particular you are given the following details:
   - Recruit women into heavy industrial work
   - Work is all war-related
   - Income/Pay is great
   - No childcare on-site
   - Work needed in all urban areas of the U.S.
   - Workers need to be 18-65

   You will need to pitch a sketch of recruitment posters at the next defense industry meeting. What do your posters look like? What themes do they emphasize and why?

Introduction to Primary sources analysis

This exercise can be applied to any primary source. Introduce a primary source with minimal background information. Ask the group to consider what they can determine about the following questions. Be sure to have groups explain their answers.

   - When was the image created?
   - What is it? (photo, painting, book, etc.)
   - Is it realistic, fantastic, expressive?
   - Who created it the image/document?
   - Who might be the intended audience of this image/document?
   - What is the central idea conveyed by this image/document?

Discussion:

What does his image tell you about the era? (Avoid repeating what is in the caption, and instead tell me new insights generated from group discussion.)

Hold a Roundtable – how to generate discussion among all group members.

During a roundtable, every member of the group offers insight about the topic. A volunteer can begin, and then follow a circular rotation until everyone in the group has contributed. (No individual should talk longer than one minute – if someone exceeds one minute, kindly remind this person that the remainder of the group needs to speak.) You do not need to write during the roundtable, instead listen to one another’s ideas and share your own thoughts.

For today’s roundtable, each person should respond to the following:
What three insights did you gain from [insert primary source, film, reading assignment]?

**One minute round table.** (Please use a watch and allow each member of the group to speak for exactly one minute.) The “scribe” can note ideas as bullets below.

**Dialogue about the “big ideas” with self and others**

“The Gilded Age” is one of the most popular title associated with the expansion of urban life/industry in the late 19th century. What is an alternative label? Explain how your choice captures some of the trends in the Northeast (or the entire United States).

**Dialogue with self and others re: ideas**

As a group, consider the images on the power point. Do you think the wealthy/middle-class/government had any obligation to offer assistance to new immigrant groups? Why or why not – be sure to explain your answers.

**Using maps and statistics as primary sources**

View the maps of Chicago. Why do you think Florence Kelley created these maps? What do they reveal? Compare nationality and wages. What do you notice? (list your observations on the reverse side of the page) See http://florencekelley.northwestern.edu/historical/hullhouse/

**Comparative Analysis, i.e. prioritize significance**

As a group, use the reverse side of this page to create a timeline between 1950-1970. Identify six historical moments/dates in the Civil Rights Movement that shaped Anne Moody’s experiences. At the conclusion of this exercise at least three of the moments you choose must be described in the book *Coming of Age in Mississippi*. The remainder can come from *Coming of Age*, your personal knowledge, the textbook, and additional sources of information.

**Political Cartoons**

See attached power points for political cartoon and i-clicker exercise.
See http://www.ilr.cornell.edu/trianglefire/

**i-clicker**

See above.
Original maps in color (1895), see http://www.csiss.org/classics/content/35

Political Cartoon Example:

What can we learn from these cartoons:

Open-ended or Multiple Choice:

A. Approximately 36 people died.

B. Approximately 145 people died.

C. Approximately 500 people died.

Or: Arson was the cause of the fire, Fire crews saved all the workers, The exit door was locked shut.

Or: It was an unfortunate accident, Blame the employees, Blame building inspectors and factory owners?
Sample Weekly Writing assignment, submission, and rubric

Assignment: After reading your chapter, attending class, viewing the online presentation, and/or reviewing the power point slides, please answer the following question:

Historian Eric Foner and others have argued that Reconstruction was a revolution, but "half accomplished." Do you agree with this assertion? Why or why not? Use historical evidence and detail to support your answer.

“Writing Tips” posted on Blackboard:

The weekly discussion questions are designed to stimulate a conversation about historical points of view. As you consider the question, focus on how you will craft a thesis and prove it with historical evidence.

I. Thesis – Your thesis should make an argument and respond to the question. To be sure, underline your thesis before submitting your paper. This one sentence should let me know that main point of your paper.

II. Evidence – Introduce and explain the evidence that supports your thesis. Why is this evidence significant? Do not merely list the evidence, but instead embed it within an argument that demonstrates historical analysis.

III. Citation – These questions are designed so that I can hear your voice, your opinion, and your arguments about major ideas in U.S. history. You are not required to consult outside resources. If you do consult additional references however, make sure you offer a citation. (See the power point “Cite Right” for a primer on references.)

IV. Structure – Keep in mind that this is a formal essay. You should write an introduction, work to introduce paragraphs that support your thesis, and conclude the paper. In addition to editing, work to write with transitions that direct the reader and highlight your analysis.

Feel free to bring written drafts to my office for review during office hours (Tues. and Th. at 2:15). Additionally, UTSA has a great and free resource – The Judith G. Gardner Center for Writing Excellence. For more information, go to [http://www.utsa.edu/twc/](http://www.utsa.edu/twc/)

Sample Student Submission (xxx, History 1053.902)

During the second half of the 19th century, the United States viewed the western part of the North American continent as an opportunistic adventure, with untapped resources, fertile land, and a corridor for advantageous economic prosperity. During this time the term “Manifest Destiny” emerged in the US, coined by the journalist John O’Sullivan. It described the idea that the United States had a “god-given” right to expand westward to civilize and inhabit the western frontier. The US government and its citizens used this idea of Manifest Destiny and Anglo-Saxon superiority as a shield for inflicting certain policies to enable expansion and protect obstacles from impeding their plans.

The Indian Removal Acts enforced removed Indians and displaced them west of the Mississippi. In the 1830s President Andrew Jackson pushed the Cherokee, Choctaw, Chickasaw, Creek, and Seminole
tribes out of their land in the southern portion of the US in what would come to be called the Trail of Tears. This hundred mile walk to Indian reservations resulted in the death of numerous Indians.

This idea was further pursued in the southern portion of North America when the United States annexed Texas in 1845 and took land stretching west to California as a result of the Mexican-American War. Much of the land in this area was granted to Mexican ranchers by the Spanish government, but these land grants were mostly ignored by Anglos and the US government for nearly two decades. This event showed the beginning of the blatant disrespect for native’s rights.

Further tension rose between the White settlers and Native American tribes with the Treaty of Fort Laramie in 1851. The treaty was signed in order to keep peace between Indian tribes and settlers passing through Native American land headed west, with compensation for the tribes. However, when the treaty failed to be enforced by the US government, mass emigration disrupted Indian land and compensation was never given to those promised. This allowed settlement towards the west with little to no regulation from the government. As a result to all the uprisings from the Indians due to the wrongdoings of the government towards them, Grant adopted a “peace policy” that segregated and controlled Native Americans while they opened up land for white settlement in the West. The Treaty of Medicine Lodge was signed in 1867 by Indians, agreeing to be moved to reservations in order to protect their land from the destruction of white settlement, but a few years later, their land witnessed the hunt of their main resource, the bison. The death of the bison was a huge blow to their survival, being the main source of food, clothing, and shelter. The Indians again signed another treaty with US government in order to protect their sacred land. The Second Treaty of Fort Laramie, signed in 1868, gave the Indians right to the Bozeman trail and to the Black Hills to hunt, as long as bison roamed the land to make the pursuit worthwhile. Since the bison were being hunted and left to decay by the white men, this treaty did nothing to preserve the Indian land. To further impinge Indian territory, the US government passed the Dawes Allotment Act in 1887, which confiscated communal Indian land and parcelled it to individual Native Americans, allotting each 160 acres. This was a direct attack at the communal character of Indian tribes in an attempt to assimilate them to the way of individual stability.

Westward expansion was also greatly advocated by the great plea of the Homestead Act of 1862. With this policy, any current or potential citizen who settled on a 160 acre parcel of land in the western US could receive that parcel of land for no cost. The draw of free land, opportunity, and increasing ease of transportation due to railroad expansion drew settlers by the hundreds to the west. Manifest Destiny was the driving force for many policies granted in the late 19th century in order to expand the nation’s borders and political power. Many policies during this time illustrated the idea that whites were superior to other “races”, believed to be the natural way of God’s creations. They believed that only assimilating to American ways would “civilize” the savage natives of the land, embodying the basic ideology of Manifest Destiny.

(See grading rubric for this below).
**View Graded Grading Form - Weekly Writing Rubric**

Your weekly writing assignments will be graded on the following rubric. I encourage you to complete assignments early in the semester. Your five highest grades will be considered in calculating final grades.

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Need Improvement</th>
<th>Performance Indicators</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis:</strong></td>
<td>(1 points)</td>
<td>(2 points)</td>
<td>☐ 3 points</td>
</tr>
<tr>
<td>Thesis is unclear.</td>
<td>Thesis could be stronger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Historical Evidence:</strong></td>
<td>(1 points)</td>
<td>(2 points)</td>
<td>☐ 3 points</td>
</tr>
<tr>
<td>You need additional historical evidence.</td>
<td>You have offered some historical evidence, but consider including more specific information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization:</strong></td>
<td>(1 points)</td>
<td>(2 points)</td>
<td>☐ 3 points</td>
</tr>
<tr>
<td>No clear organization. Be sure to include introduction, evidence, and conclusion.</td>
<td>Organize paragraphs and ideas more clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Edit and Citations:</strong></td>
<td>(1 points)</td>
<td>(2 points)</td>
<td>☐ 3 points</td>
</tr>
<tr>
<td>If you use any outside sources, quote anyone, or borrow their ideas - be sure to offer a citation.</td>
<td>Edit more carefully. Check your grammar, spelling, and paragraph formation.</td>
<td></td>
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</tr>
</tbody>
</table>

Total: 12 out of 12
Note: Sample quiz and essay questions have been removed from this online portfolio.