HISTORY Academic Learning Compact

Mission Statement
The Department of History seeks to provide students with a broad knowledge base in the discipline and highly refined research, writing, and critical thinking skills. The department seeks to provide a foundation for better understanding the world in which we live, to produce high-quality scholarship, which makes a significant contribution to the discipline, and to serve community needs by providing a source for historical information and expertise crucial to preserving the region's heritage.

Student Learning Outcomes
UWF History graduates should be able to do the following:

Content
- Recognize and apply concepts and principles in the discipline of history
- Identify key elements in understanding history (e.g. historical contexts, political and social developments, cultural achievements, geo-political boundaries, major figures, and events)
- Develop expertise in a historical sub-discipline (e.g., American, European, Latin American, African, Asian, Legal, or Women’s History)

Critical Thinking
- Sort historical evidence chronologically and topically for analysis
- Critically analyze and evaluate historical evidence
- Interpret historical events to demonstrate and explain change over time
- Produce plausible explanations about cause and effect of an event
- Identify influence of historical context on people, places, and things
- Recognize and explain historical trends (i.e., historiography)

Communication
- Communicate effectively in written and oral modes
- Demonstrate competency in the standard historical writing style: Chicago (Turabian) Style
- Use information/library literacy and technology effectively and efficiently to conduct and present research

Integrity/Values
- Exercise academic integrity in all forms
- Adhere to professional ethical practices in the use of historical evidence and in the interpretation of historical events

Project Management
- Conceptualize, research, and present a historical paper or applied history project
- Document sources of information (i.e., bibliography)
- Regulate the pace of work appropriately to meet deadlines
- Collaborate effectively with colleagues and/or clients
- Demonstrate skills relevant to careers in education, research, communications, information management, advocacy, government service, and business
Evaluation of Student Learning Outcomes
As a History Major you acquire skills and knowledge that serve you for a lifetime, in your personal life as well as in your professional pursuits. The skills you acquire as a History Major--critical-thinking, communication, and project-management skills--make you a well-rounded person and a marketable university graduate. The knowledge you acquire as a History Major--an in depth understanding of the past and how the past relates to the present--serve the same purposes. In your History coursework you will demonstrate the above-mentioned skills and knowledge, while maintaining the highest standards of ethics and integrity. In a senior-year Capstone Experience you will demonstrate, for the purposes of assessing what you can do as a History Major, the same skills and knowledge. At the heart of the Capstone Experience is a portfolio, in which you will exhibit and reflect upon your best work.

Job Prospects for History Majors
Opportunities abound for students who graduate with a major in history. Historians work in schools, at museums, with the media, in politics and law, and in business settings. Although the following list includes some careers that involve graduate education, a partial list of possible occupations includes the following:

Advertising Executive Analyst
Archivist
Broadcaster Business Executive Campaign Worker
Consultant Congressional Aide Contract Historian
Corporate Historian Cultural Resource Mgr Documentary Producer
Editor Foreign Service Officer Foundation Staffer
Historic Preservationist Information Specialist Intelligence Agent
Journalist Legal Assistant Legislative Aide
Librarian Lobbyist Multimedia Creator
Nonprofit Advocate Museum Docent Nonprofit Advocate
Personnel Manager Public Relations Staffer Records Manager
Researcher Teacher Think Tank Specialist
Writer

Find Out More about History at UWF:
www.uwf.edu/history
HISTORY College of Arts & Sciences

Revised 10/2005
Self Assessment of Student’s Performance in Short Writing Assignment 2.

Student
To what degree do you feel you met professional expectations as practiced in the field of history? Write N/A if a student learning outcome is not applicable. For all else put a checkmark.

**Project Management:**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>Conceptualize the assignment</td>
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<tr>
<td>Conduct an appropriate search for information</td>
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<tr>
<td>Regulate work</td>
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<tr>
<td>Demonstrate skills for successful completion</td>
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**Critical Thinking:**

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<tr>
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<th>Fails to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>Identify the book’s historical context</td>
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<tr>
<td>Recognize and explain historical context and/or significance</td>
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<tr>
<td>Identify thesis statement or main argument</td>
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**Communication**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Communicate effectively in written mode</td>
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<tr>
<td>Demonstrate competency in a standard writing style</td>
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<tr>
<td>Use information/library literacy and technology effectively and efficiently to conduct and present research</td>
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**Values and Integrity:**

<table>
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<tr>
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<tbody>
<tr>
<td>Demonstrate academic integrity</td>
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</table>

1. What problems did you encounter in writing this article review and how did you solve them?
2. What is my weakest area and what is my strongest? What do I need to do to improve my weak areas?
Self Assessment of Student’s Performance in Capstone Experience and in UWF Student Learning Outcomes

Student______________
Course______________  Faculty______________
Department____________  Date______________

Brief Description of project for Capstone Experience:

To what degree do you feel you met professional expectations as practiced in the field of history?

1. Project Management:

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<tbody>
<tr>
<td>Conceptualize a project</td>
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<tr>
<td>Conduct an appropriate search for information</td>
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<tr>
<td>Present project</td>
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<td>Document Sources</td>
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<tr>
<td>Regulate work</td>
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Explain, if necessary.

2. Critical Thinking:

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<tbody>
<tr>
<td>Sort, analyze and interpret historical evidence</td>
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<tr>
<td>Produce plausible explanations about cause and effect</td>
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<tr>
<td>Identify influence of historical context</td>
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<tr>
<td>Recognize and explain historical trends</td>
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**Explain, if necessary:**

### 3. Communication

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively in written and oral modes</td>
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<tr>
<td>Demonstrate competency in the standard historical writing style</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use information/library literacy and technology effectively and efficiently to conduct and present research</td>
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</table>

**Explain, if necessary:**

### 4. Values and Integrity:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate academic integrity</td>
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<tr>
<td>Adhere to ethical practices</td>
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**Explain, if necessary:**
5. Content:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
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<tbody>
<tr>
<td>Recognize and apply concepts and principles</td>
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State historiographical basis:

<table>
<thead>
<tr>
<th>Conceptualize and implement a thesis statement</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>State thesis statement:</td>
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<table>
<thead>
<tr>
<th>Identify and use primary sources</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
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<tbody>
<tr>
<td>Provide examples:</td>
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</table>

<table>
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<tr>
<th>Identify appropriate secondary sources</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>Provide examples:</td>
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</table>

<table>
<thead>
<tr>
<th>Apply original interpretation</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Fails to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>Provide a brief description:</td>
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If given more time how might you expand your project?
Portfolio Summarization: How does your portfolio reflect your best work? How does it reflect your mastery of skills necessary for professional historians?
COURSE SYLLABUS

Course Prefix/Number: EUH 4990
Course Title: Age of Discovery
Course Credit Hours: 3.0
Instructor Name: Dr. Amy Mitchell-Cook
Contact Information: amitchellcook@uwf.edu
Phone: 857-6014
Bldg: 50/138

Course Description: The late fifteenth century through the seventeenth century marks an important period in which European nations set sail beyond known coastlines. Ships and men from almost every maritime nation explored new trade routes to Africa, Asia and the New World. This course examines European expansion within the arena maritime history. It will explore the factors that allowed for voyages of discovery to take place, the voyages themselves, and the results of initial cultural contact.

Goals: The primary goal of this course is to situate the Age of Discovery within a larger framework of European expansion by emphasizing the importance of voyages of discovery and exploration to Africa, Asia and the New World. Through the use of primary sources such as shipwreck narratives, ships’ logs, treatises, and travel narratives students will explore the impact of voyages of discovery and exploration.

Topics: European expansion, technology, religion, shipwreck, economics, exploration and colonization.

Student Learning Outcomes:

- Identify key elements in Age of Discovery and how/why Europeans set sail during the 15th, 16th and 17th centuries.

- Sharpen critical thinking and communication skills through class discussions, short writing assignments and a final research paper.

- Conceptualize, research and write a historical paper, and to regulate such work appropriately and ethically.

Texts:
Required texts:

0415279968


*Additional readings will be assigned throughout the semester*

You might want to skim through these websites:
http://www.acs.ucalgary.ca/applied_history/tutor/eurvoya/index.html
http://www.mariner.org/educationalad/ageofex/

**Grading / Evaluation:**
Short Writing Assignments (3): 150 points
Annotated Bibliography: 50 points
Attendance/Participation: 50 points
Final Paper: 100 points
Self-Assessment: 50 points

**Course Requirements:**
You have three short writing assignments. Each assignment is 3-4 pages. One will be a book review and two will be response-type papers. The book review cannot be on a book required for this class. See handout for further information. The writing assignments are due by midnight on the last day of January, February and March. I will deduct 5 points for each day they are late!

The research papers are 10-12 pages. Each must include original interpretation of secondary and primary resources. You should have 10-12 sources with approximately 30% primary material. Do not get bogged down in looking for primary sources or of limiting yourself to documents in Pace library. Plan ahead and you can get a variety of sources!

NONE of your primary or secondary sources can come from popular, non-scholarly websites! Do not use Britannica or Wikipedia. You can use online books and journals but you may not use general websites as secondary sources. In addition, there are numerous primary documents available on the internet (see
Eli Research Guide for assistance) and those are acceptable if they come from an academic, professional or governmental institution.

The final paper is due the Wednesday before Dead week, 4/19.

Your annotated bibliography will consist of two things: **A thesis statement** regarding your paper and **at least 8 sources, with two primary sources listed**. An annotated bibliography is a list of sources followed by an annotation, or a description of each source. Essentially, you are writing a mini review of each source that demonstrates how each will add to your thesis statement. Each annotation for secondary sources must include the source’s thesis statement. This is due the day before Spring Break.

You are expected to read each assignment before coming to class and to be prepared to discuss the day’s topic. Attendance is not mandatory but highly recommended. If you are not in class then you are not participating. Likewise, if you come to class but do not participate you will receive a low grade. You need to talk and participate in the discussions to receive a good grade, even if you feel you do not have anything substantial to add!

The final portion of your grade will come from a self-assessment of your capstone portfolio. When you receive your corrected research paper at the end of dead week you will have 6 days to write a self-assessment of your research.

**Capstone Experience:**
Throughout the semester each student will be required to maintain a capstone portfolio. This portfolio will consist of your graded writing assignments, self-assessments, annotated bibliography and final paper. When you receive your graded final paper on the last day of class you will be given a self-assessment form. You must fill out this form and return it, along with your portfolio by 5 p.m., May 5. The self-assessment form will be discussed in class.

**Expectations for Academic Conduct/Plagiarism Policy:**
As members of the University of West Florida academic community, we commit ourselves to honesty. As we strive for excellence in performance, integrity—both personal and institutional—is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance and standards. Finally, we accept adherence to this set of
expectations for academic conduct as a condition of membership in the UWF academic community.

From the Student Life Handbook, page 46.
See uwf.edu/cas/aasr/Plagiarism.doc for further information

Departmental Academic Standards:
See uwf.edu/history/studentinfo/index.com for further information

"The act of representing the ideas, words, creations, or work of another as one's own.' Plagiarism combines theft and fraud, and the penalty is correspondingly severe: failure for the assignment, and in some cases, for the entire course. As the instructor's discretion, she/he may recommend the student be suspended from the university. Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas."

"We shall tolerate no cheating on examinations and no plagiarism of written work. In the event that such behavior is documented, the instructor will assign that student an "F" for the course in which the offense occurred. The chairperson of the department and the dean of the College of Arts and Sciences will be notified concerning the specific nature of the offense. Where additional penalties seem just, the instructor and/or chairperson will refer the case to the Office of the Dean of the College of Arts and Sciences for further action as outlined in the rules of the Florida Administrative Code. Each student has the right to appeal the charge of cheating or plagiarism and the right to examine any materials in his/her files." All papers will be run through turnitin plagiarism software.

ASSISTANCE: Students with special needs who require specific examination-related or other course-related accommodations should contact Barbara Fitzpatrick, Director of Disabled Student Services (DSS), dss@uwf.edu, (850) 474-2387. DSS will provide the student with a letter for the instructor that will specify any recommended accommodations.

Class Schedule:
Week 1
1/9: Introductions
1/11: No Class

11/16: No Class, Martin Luther King Day

1/25: Spices or Empire, Age of Discovery, pp. 11-15.
1/30: Myths of sailing Readings: TBA
2/1: Problems of sailing and navigation, *Age of Discovery*, 26-31


2/27: Columbus' first voyage, pp. 3-72
3/1: Columbus' first voyage continued, pp. 72-124

3/6: Columbus' subsequent voyages, pp.124-193
3/8: Columbus' subsequent voyages continued, pp. 193-285

3/13: Self-Assessment Workshop

3/19: Bibliography Due
3/20-3/22 Spring Break

3/27: Hakluyt, Voyages and Discoveries, chapters X, XII, XIV, XXIV XLVI
3/29: Hakluyt: chapters XXIX, XLVIII, LIX, XXXIV, LII-LIV

4/3: Hakluyt: capters XXXII, XXXV, XLVII, XLIX, XLIII, L, LI
4/5: New World and Asia, on reserve, *Maritime History*, pp. 257-278

4/10: France and the Atlantic, on reserve, *Maritime History*, pp. 279-298
4/12: La Salle in the New World, handout

4/17: The *Buccaneers of America*, part I
4/19: Turn in final papers: discuss Self-Assessment assignment

4/24: The *Buccaneers of America*, part II
4/26: Final Paper returned.

5/2: Self Assessment due