Instructor: Valandra, MSW, PhD, LISW
Telephone: (479) 575-2973
Email: Valandra@uark.edu
Office: ASUP 211
Office Hours: By appointment
Mondays & Wednesdays 12:30 – 2:30 p.m.

COURSE INFORMATION

Class Session: Mondays & Wednesdays from 3:05 p.m. to 4:20 p.m. in ASUP 0203

Course Website: [http://learn.uark.edu](http://learn.uark.edu)

1) Many of the supplemental instructional materials for this course will be delivered via Blackboard. Students are expected to regularly check the course website for announcements and other important class information.
2) Students are expected to utilize the course website to gain access to the syllabus, weekly lecture note outlines, homework assignments, assignment criteria and evaluation standards, required readings, grades, etc. for comprehensive course experiences and full participation with the course and materials.

EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at [emergency.uark.edu](http://emergency.uark.edu).

Severe Weather (Tornado Warning):
• Follow the directions of the instructor or emergency personnel
• Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
• If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
• Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):
• CALL- 9-1-1
• AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**COURSE DESCRIPTION AND PURPOSE**

This special topics course explores dimensions of trauma, loss, and recovery within the lived experiences of African American families in the United States. The 2008 CSWE conceptual framework for trauma-informed social work practice provides the scope for the examination of historical and contemporary trauma-related exposures and methods of recovery affecting the lives of African American children, adults, and families. The course emphasizes Afrocentric, strength-based, intersectional, and developmental perspectives for understanding the impact of trauma across the life cycle. Bio-psycho-social, cultural, and spiritual, dimensions of African American family life and culture provide the basis for exploring trauma-specific risks and the protective sources of resilience and coping behaviors that shape individual, family, and community responses to complex trauma including socioeconomic, political, and legal inequalities.

Essentially, with attention to both content and process, students use four African and African American - centered conceptual frameworks to identify and examine trauma-related experiences from societal, community, familial, and individual perspectives with attention to adaptive and maladaptive coping strategies and intergenerational processes in the experiences of African Americans in North America.

**COMPETENCIES, COURSE OBJECTIVES, & PROFESSIONAL PRACTICE BEHAVIORS**

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills (CSWE EPAS, 2008:3). University of Arkansas School of Social Work courses include both a primary competency and a set of collateral competencies. For this course, course objectives are reflective of the advance social work practice in trauma competencies (CSWE).

**Primary Competencies**

Course objectives describe the knowledge, values, and skills necessary to achieve competency. The course objectives associated with the primary competencies for Trauma, Loss, and Recovery: African American Perspectives are advanced social work practice in trauma
**EPAS Competency #2.1.1 – Identify as a professional social worker and conduct oneself accordingly.**

**Course Objectives:**

1. Represent the social work profession, its mission, and its core values.
2. Commit to the professions enhancement.
3. Commit to own professional conduct and growth.

**Practice Behaviors:**

1. Know about the impact of direct and vicarious exposure to trauma on the practitioners.
2. Develop and maintain adequate self-care and recognize your strengths and challenges.
3. Know about the impact of traumatic events and provision of services to traumatized populations on organizations and communities.
4. Work to improve the understanding of trauma on organizational culture and communities.

**EPAS Competency #2.1.9 – Respond to contexts that shape practice.**

**Course Objectives:**

1. To understand that a reciprocal interaction exists between traumatized systems and traumatized individuals that affect a traumatized system’s capacity to effectively respond to the needs of traumatized individuals.
2. To know that contextual factors shape perceptions of and responses to trauma exposure and intervention efforts.
3. To understand that the use of a traumatized-informed practice lens extends the scope of intervention to the social, political, legal, educational, workplace, and family systems contexts in which traumatized individuals operate.

**Practice Behaviors:**

1. Recognize the interconnectedness of social justice, human rights, and trauma.
2. Recognize the impact that trauma has had across all human experience and history.
3. Know that trauma experiences have implications for how communities, organizations, and individuals function.
4. Assess organizational readiness to incorporate trauma-informed and evidence-based programs and practices
5. Participate in modernization of service delivery appropriate for trauma-exposed individuals and communities.
Collateral Competencies

The following collateral competencies will be addressed in the context of the primary competency. Their achievement will be measured by the degree to which students are able to demonstrate/display relevant practice behaviors and knowledge in the conduct of the primary competency:

**EPAS Competency # 2.1.2: Apply social work ethical principles to guide professional practice.**

**Course Objectives:**

1. To adhere to the ethical responsibility to represent oneself as competent only within the boundaries of one's education, training, supervised experience, or other relevant professional experience.
2. To stay abreast of current evidence-informed approaches for working with individuals who have suffered trauma.
3. To demonstrate knowledge and skill in identifying and setting appropriate, interpersonal boundaries in order to promote or enhance physical and emotional safety for clients and client systems.
4. To engage in decision-making that recognizes the fundamental breach of the social contract implicit in client or client systems traumatized by interpersonal violence or human-made disaster.
5. To know how workers’ own trauma-related history, clients’ experience of trauma, and organizations' history can influence clinical decision-making.

**Practice Behaviors:**

1. Know the social work values, ethics, roles, and interpersonal boundaries necessary for trauma-informed practice.
2. Recognize the key characteristics of a trauma-informed organization.
3. Adhere to the ethical responsibility to represent yourself as competent only within the boundaries of your education, training, and supervised experience in trauma.
4. Attend to physical and psychological boundaries to promote physical and emotional safety in therapeutic relationships, organizations, and systems of care.
5. Use decision-making practices that take account trauma's fundamental breach of the social contract for clients and client systems.

**EPAS Competency # 2.1.3: Apply critical thinking to inform and communicate professional judgments.**

**Course Objectives:**

1. To be knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.
2. To use critical thinking augmented creativity and curiosity.
3. To recognize critical thinking requires the synthesis and communication of relevant information.
4. To know how to synthesis relevant theories of trauma and relate them to social work practice.
5. To know how to differentiate and communicate about trauma depending on the target audience, understanding that different audience will need different information in order to appropriately respond to trauma.

**Practice behaviors:**

1. Know the relevant theories of trauma and recovery.
2. Know the interplay of culture, spirituality, and ethnicity as they relate to the experience of trauma.
3. Know the hierarchies of evidence in trauma-informed practice.
4. Identify levels of evidence in trauma-informed practice.
5. Synthesize and apply relevant theories of trauma and recovery in therapeutic relationships, organizational culture, and systems of care.

**EPAS Competency # 2.1.4: Engage in diversity and difference in practice.**

**Course Objectives:**

1. To know that the intersections of race, class, gender, sexual orientation, religion, and national origin results in disproportionate trauma exposure, access to services, and social support resources.
2. To understand that approaches to traumatized clients should avoid blaming the victim so they do not contribute to stereotypes and stigmatization.
3. To understand that disparities produced by disproportionate exposure to trauma evoke client shame and self-blame.
4. To understand that interventions that emphasize strengths, promotive factors, and wellness help to reduce trauma-induced consequences.

**Practice Behaviors:**

1. Know that not all individuals and communities experience, interpret, or handle trauma events in the same way.
2. Know the reasons that are underneath diversity of responses to trauma.
3. Know that the intersection of race, class, gender, sexual orientation, religion, an national origin results in disproportionate trauma exposure, access to services, and social support resources.
4. Recognize the differential impact of trauma on vulnerable, marginalized people and their communities.
5. Identify the differential help-seeking behaviors of traumatized people and adjust interventions accordingly.
6. Use knowledge about differences to modify assessment and intervention strategies with individuals and communities.
Appendix A: AAST 499V and SCWK 405V

**EPAS Competency # 2.1.5: Advance human rights and social and economic justice**

**Course Objectives:**

1. To understand that societal exposure to oppression, social and economic injustice, and denial of fundamental human rights represents a traumatic abuse of power that ruptures expectations of trust and security.
2. To understand that such profound violations of the social contract exacerbate a traumatized client’s sense of helplessness and lack of control.
3. To understand that the consequences of marginalization affect help-seeking and access to effective services.

**Practice Behaviors:**

1. Understand historical and structural oppression and the interconnections of local, national, and global factors, and their role in creating traumatic conditions.
2. Comprehend the dynamics and interconnections of oppression, trauma, violence, and victimization, even when found in helping contexts such as shelters and support systems.
3. Be aware that clients and client systems are entitled to the best available practice.
4. Understand that societal exposure to oppression; social injustice, and denial of fundamental human rights represent a traumatic abuse of power that ruptures expectations of trust and security.
5. Work at the local, national, and global levels to reduce the impact of historical and structural oppression.
6. Promote the application of trauma-informed practice in advocating for justice for victims and perpetrators.
7. Advocate for the inclusion, participation, and voice of diverse people, communities, and organizations affected by trauma.

Competency for trauma-informed social work practice includes the ability to intervene with individuals, families, groups, organizations, and communities.

The basis for trauma-informed social work education rests on an over-arching definition of trauma that:

- transcends the particular type of trauma exposure;
- recognizes that resilience to trauma depends on the balance between protective factors and risk and vulnerability factors;
- provides an understanding of the neurobiological underpinnings of the human stress/survival response;
- uses a developmental perspective to understand trauma’s varied impact across the life cycle;
- takes into account the manner in which the intersection of culture, race, gender, religion, and national origin shapes the disproportionate exposure to trauma and the meanings attributed to it; and
- prepares students to attend to the impact of trauma work on themselves and their organizations.
TEXTBOOKS & COURSE READINGS

Assigned readings are required of all students. Students are expected to prepare for class by reading the assigned chapters or articles **prior** to each class session. Students should be prepared to utilize the readings to initiate and participate in class discussions. In addition, students are expected to demonstrate understanding, integration, and application of the required readings in the assignments. Students should be familiar with the content of the required readings even if the material is not discussed in class.

**Required Texts**


**Additional Required Course Readings**

- **Teaching Students About Trauma – Creating Safety in the Classroom**


Appendix A: AAST 499V and SCWK 405V

• Race-based Trauma Perspectives


• Theoretical Frameworks – Culturally-Specific Strengths-based Perspectives


Appendix A: AAST 499V and SCWK 405V

**Recommended Texts**

- **Writing and Critical Thinking Resources**


- **Student Experiences with Trauma Exposure in Academic Settings**


- **Race-based and Cultural Perspectives of Trauma**


Appendix A: AAST 499V and SCWK 405V

COURSE POLICIES

Academic Integrity

Students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics as well as University policies on academic integrity. Students should be familiar with this Code of Ethics and University policies on academic integrity.

All assignments should be prepared specifically for this course, and should not have been used in any other course. **No direct quotes over 40 words are allowed in any paper assignments – all paraphrasing of others’ work should be properly referenced.** All student contributions to class discussions should be considered confidential, and should not be revealed outside the confines of the classroom.

Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established University regulations. Academic dishonesty is taken very seriously and will not be tolerated in any fashion. All observed and suspected instances will be reported in accordance with university policy. Please visit [http://provost.uark.edu](http://provost.uark.edu) to familiarize yourself with expectations and policies on academic integrity.

Accommodations

Students who have a special need for accommodations or support to facilitate full inclusion of all aspects of the course should make an appointment with the instructor during the first week of the semester so that necessary classroom adjustments can be made. University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. Please note, you must first verify your eligibility for these through the Center for Educational Access (call 575-3104 or visit [http://cea.uark.edu](http://cea.uark.edu) for more information on registration procedures).

Available Support

The Enhanced Learning Center (ELC) is a campus-wide academic support service for ALL students enrolled at the University of Arkansas. The ELC provides many services, including tutoring, academic success workshops, academic consultation, and supplemental instruction. All of their services are free. The ELC is located in Gregson Hall, garden level. Visit their facilities or their website at [http://elc.uark.edu](http://elc.uark.edu) to learn more about their programs and services.

Also, the Counseling and Psychological Clinic (CAPS) offers a range of mental health services (575-2277).

Note on Fee Structure

According to a new fee structure approved by the Board of Trustees, students are now charged per credit hour for each hour taken: There is no cap on the per credit hour rate. If
a student drops a class in the first week of the classes, the tuition for that class is canceled. Students are encouraged to check the deadline for dropping a class and receiving a 100 % adjustment (for details on the drop/withdrawal deadlines, see the UA Registrar’s academic semester calendar at http://registrar.uark.edu/1672.php).

Inclent Weather Policy & Class Cancellation

If the university is closed due to inclement weather, we will not have class. Please call the university weather "hotline" at 575-7000 or access the university main webpage (www.uark.edu) for university closing or delay information. Students are expected to use their best judgment in deciding whether they can safely make it to class or not because of weather conditions.

Self-Disclosure Statement

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

Professional & Respectful Conduct

Students are expected to maintain professional and respectful conduct while in the classroom and group meeting/activities outside of the classroom. This includes respecting the opinions of others and avoiding derogatory or "cutting" statements and body gestures, and refraining from talking while others are talking and working on other assignments while the instructor or others are presenting to the class.

Additionally, although legally Arkansas does not require permission to tape record or videotape, students are not allowed to take pictures of or record (audio or video) the instructor or students during any class meetings, or share information provided in classes, or post on the web any information without expressed and/or written consent.

Electronic Devices

The use of electronic devices (laptops, iPads, kindles, smart phones, etc.) in class is encouraged for educational purposes (research, illustration, instruction, note taking, etc.). While cell phones are permitted, students are expected to silence them during class. If an unexpected circumstance arises requiring cell phone attention and action, students are expected to respond with minimal disruption to the class. This policy may be revoked at the discretion of the instructor. The use of electronic devices in class for any other purpose (texting, recording, videotaping, or photographing without written consent, etc.) falls under the guidelines for professional and respectful conduct and will be addressed accordingly.
Appendix A: AAST 499V and SCWK 405V

TEACHING/LEARNING STRATEGIES

The School of Social Work uses a problem-based, active learning approach to teaching, combined with lectures on factual content. One of our goals is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions. Another goal is to help students understand the relevance of theory and academic material to social work practice. Instructors approach this goal through the use of real practice examples, classroom experiences, or student projects in the practice world that illustrate academic content. The classroom sessions include lecture/discussion, films, activities, group work, and/or problem-solving and analysis. Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and ability to use self by regular and constructive class attendance and participation.

Class Participation and Attendance

Attendance and punctuality are evidence of professionalism, and students are expected to arrive on time and remain for the entirety of each class. Students are responsible for securing due dates, reading assignments, etc. in the event they miss a class so that they are adequately prepared for each class. Students missing class (regardless of the circumstances) are expected to initiate efforts to obtain missed content drawing upon one or more sources such as classmates, blackboard, instructor, etc. The interactive in-class group work and small class size (n=9) contribute to a highly interdependent learning community and require active participation to facilitate our collective learning. Students missing four or more classes will receive a failing grade for the course.

Students are expected to prepare for class by completing all assigned readings for a given week prior to the beginning of the class. Class time is designed for the discussion, application, and debriefing of information presented in the readings - NOT for the instructor to reiterate what is in the readings. Additionally, assigned readings will facilitate both learning the material and applying it in the completion of assignments and processing it in small group debriefings.

The instructor is responsible for keeping sessions focused and for bringing energy and creativity to the learning process. Both students and instructor bring their experiences to the process and are expected to use them constructively. Students are not presumed to be “blank slates”, nor are the instructor incapable of learning from students. The essence of this model is, we learn from each other, and thus through our collective wisdom and experiences we co-create our learning community. Students learn from each other as well as from the instructor, and vice versa. These are not easy roles, but the payoff is a dynamic, interactive process, which closely resembles the helping process. Professional behavior includes active, constructive participation with the course content and process, as well as facilitating the process so that everyone is encouraged to participate.
Appendix A: AAST 499V and SCWK 405V

The evolving guidelines are intended to help facilitate a safe and enjoyable learning community for everyone. Students are encouraged and will have opportunities to add to or modify the guidelines throughout the term:

1. **Commitment** – make my personal growth my highest priority by focusing on what I can learn about my emotions, thoughts, intentions, and myself.

2. **Courage** – stretch myself beyond the limited perspectives of my experiences by taking responsibility for my feelings, experiences, and actions. Practice integrity, and share appropriately.

3. **Conscious Communication and Actions** - strive to make my interactions conscious by acting from the healthiest part of my being, choosing my intention before I speak or act, speaking personally and specifically rather than generally and abstractly (use “I” statements rather than “we” or “you” statements) and letting go of attachment to a particular outcome.


4. **Communicate with the intent** to share what you know without trying to control what others are to think or believe.

5. **Listen to the person presenting** an idea rather than formulating your next contribution.

6. **Let go of expectations** of how the discussion should turn out.

7. **Think** in terms of both/and rather than either/or.

8. **Be willing to learn** in public and acknowledge a new insight.

9. **Embrace discomfort and challenge** as opportunities to grow.


**COURSE ASSIGNMENTS & EVALUATION**

Some readings and assignments will be negotiated with students and announced well in advance. Students will be expected to read the required texts and complete assignments as negotiated. The pacing of the readings as well as the due dates for assignments will be negotiated and a written schedule of due dates, reading assignments and proposed in-class activities will be distributed shortly thereafter.
Appendix A: AAST 499V and SCWK 405V

This collaborative teaching/learning method is consistent with social work ideology and practice related to empowerment. As co-creators of the learning community, students are offered actual experiences of empowerment through the process of negotiating readings, assignments, and due dates.

This format maximizes student input and responsibility to the learning process. It allows for flexibility and responsiveness with respect to the unique needs of each class. It requires both flexibility and discipline from students and the instructor so that the course objectives are accomplished and content is not sacrificed.

This blend of flexibility and accountability may be welcome to some and troublesome to others. It may also seem deceptively "easy" when in fact it requires a high level of commitment from both instructor and students.

**Narrative Critique Assignment – Reflection on Assigned Readings/Lectures/Discussion**

**Due: Weekly**

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<th>15 points each</th>
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Give the title of book/article/discussion and use subheadings to identify each question in your answers please.

1. **Critical Thinking** - Identify one or two salient arguments/reasons/claims made? Evaluate the information in relation to previously stated arguments/claims, how it fits (or not) with the theoretical frameworks used in class, the course objectives, specific competencies or practice behaviors? Identify alternative points of view (5 points)

2. **Analysis** – State whether or not you agree with the author's presentation. Explain your agreement or disagreement with the author 's presentation. Provide evidence (existing literature, lived experiences, etc.) to support your position and identify the source of the evidence provided. Assess your position relative to other points of view. (5 points)

3. **Reflection/Application** - Describe one or two practice implications you can draw from the book/article/discussion that will inform your practice or lived experiences with diversity and difference. Example: applications to other populations; addressing trauma-related experiences, advocacy, social and economic justice, public or organizational policies, community development; shapes, shifts, challenges, supports your personal values, worldview, position, etc. (5 points)

**Oral Presentation of Readings**

**Due: Negotiated**

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During the course of the semester, individually or in pairs, students will have an opportunity to present assigned readings from the course to the class using a structured format. The purpose of this assignment is threefold: (1) to give students an opportunity to utilize and expand their presentation skills; (2) to offer the class a diverse array of presenters and presentation styles in the course; and, (3) to solidify student learning of
course materials. Students can choose the content to cover, from assigned readings, based on their interests, availability, or assignment by the instructor.

In addition to the presentation guidelines provided below, all presentations must include a one-page handout outlining major concepts from the reading(s), a group activity, and the facilitation of a five-minute question and answer period. Some form of visual aid (power point, prezi, video clips, poster, white board, etc.) must be used at some point in the presentation. Students must minimally respond to the following questions in the presentation:

1. What are the major concepts discussed in the readings?
2. Who or what populations are affected by the topics discussed?
3. What forms of trauma are identified or addressed by the readings?
4. How have individuals, families, communities, or society responded or adapted based on the forms of trauma identified?
5. What conclusions, positions, “take aways” do the authors offer?
6. What questions remain?

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<tr>
<th>Activity</th>
<th>Day/Time</th>
<th>Duration</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycling</td>
<td>07/17 7:00am</td>
<td>2 hrs.</td>
<td>Busy week prior; ride felt free &amp; exhilarating</td>
</tr>
<tr>
<td>Run/walk on treadmill</td>
<td>07/19 10:00pm</td>
<td>45 min</td>
<td>Physically hyped prior; workout felt good; tired afterward &amp; ready to sleep.</td>
</tr>
<tr>
<td>Line Dancing</td>
<td>07/29 5:30 pm</td>
<td>1 hr.</td>
<td>Sat most of day; struggled with steps but fun working out with SOTA colleagues</td>
</tr>
</tbody>
</table>

The purpose of this assignment is to emphasize the importance of self-care and wellness as part of professional development and to support a work/life balance. Empirical studies (included in the readings for this course) recognized the importance of reducing the risk of vicarious traumatization in the classroom. In support of the evidence, students are expected to regularly engage in one or more activities consistently that support stress-reduction, relaxation, and promote health and wellness. Activities may include, yoga, meditation, all forms of stress-reducing exercise, etc. Students are encouraged to work in pairs and/or small groups for this assignment. It can be helpful to have peer support and encouragement as well as a respectful accountability partner (no badgering allowed) along the way. Students are expected to keep a simple activity log documenting the type of activity, day and time, duration of the activity, and brief comments describing your state of mind, feelings before and after the activity.
**Final Project – Critical Analysis of Text (Literary Work, Film, Oral History Project, etc.)**

Due: On or before finals week 45 points

Working individually, in pairs, or small groups (3 – 4 persons) students will have an opportunity to conduct a critical review of a chosen text applying one of the theoretical frameworks used in the class and dimensions of trauma-informed practice for the final project in this course. The primary purpose of the assignment is to demonstrate your understanding of major course concepts and your ability to analyze, evaluate, and apply them. Students are required to use 5 – 7 additional sources to supplement your analysis. Supplemental reference materials used for this assignment must come from academic journals, books, newspapers, database, etc, and NOT Internet websites. After the introductory section of the paper, students are expected to provide a summary description of the text including topics, issues, populations, timeframes, and contexts relevant to the text – essentially provide a summary abstract of the text. This portion of the paper is primarily descriptive. Second, students should identify the main arguments, themes, characters, issues, etc. of the text and the strengths and limitations as you see them supported by evidence from the literature. This section of the paper is analytical. Third, students are expected to choose a specific theoretical framework used in class and assess its utility generally responding the questions outlined in the Guide to Analyzing Theoretical Perspectives. Next, students are expected interpret the chosen text using the theoretical framework you assessed and identify the strengths and challenges of your assessment. This section of the paper is analytical and applicatory. Lastly, the paper should include a concluding statement. The conclusion should be clearly stated with relevant connections to the research and arguments made.

Students can analyze a specific biography or memoir of an African American author, political or religious leader, artist, entertainer, activist, etc. or an African American literary work, film, event, or oral history project.

It may be helpful to start this assignment early and acquaint yourself with Donna Daniels, the social work librarian at Mullins. She can guide you in the right direction based on your interests.

Examples of final projects you might consider are listed at the end of the syllabus.

**Student Evaluation**

Students are expected to complete assignments when they are scheduled. Assignments turned in more than 24 hours after the due date without consultation with the instructor will automatically drop one gradation per day. **All assignments must be typed, double-spaced, using standard 12 point font, and APA guidelines unless otherwise noted or negotiated.** Quality of written work will be judged according to content, writing style, and adherence to APA edition format. All papers must include:
Appendix A: AAST 499V and SCWK 405V

1) The 6th Edition of the American Psychological Association (APA) Publication Manual should be used as a reference guide for writing purposes
2) Typed, double-spaced, using a clear, readable 12 point font (Times New Roman preferred)
3) One-inch margin
4) Left margin justification
5) Page numbers in upper right hand corner
6) APA cover page (includes running head, header, and title of paper)
7) Use of headings throughout paper using APA
8) Edited for spelling and grammatical errors
9) Proper body of paper to include: Introduction, body of text, and conclusion: each paragraph to include an opening sentence and a concluding sentence
10) Proper use of citations in references page

Please submit your assignments electronically through the class blackboard site.

Writing is taken into consideration as part of the grading process including grammar, spelling, clarity, organization and use of APA guidelines. Please proofread. Also, consider using to the writing center if you have trouble with any aspect of writing.

Grading
During this course, readings, presentations/discussions, assignments, and application exercises are designed to enable students to fulfill the objectives of the course. The instructor will make every effort to clarify assignments so they are meaningful for students’ learning and evaluate performance based on objective criteria based on the assignment.

Grading will be on the letter grade system applying the standards established in the MSW catalog. Grading criteria are those of a graduate level course. The following offers further specification of the grading standards.

A. Assignments reflect in-depth knowledge and understanding of the course material, present creative or innovative ideas and conceptualizations, utilize extensive use of references that reflect either depth or scope in assembling ideas or concepts, and reach a high level of critical analysis. However, the assignment reaches beyond analysis into application, prediction or theorizing. Here the student presents ideas or concepts worthy of further consideration, debate, and/or publication.

B. Assignments go beyond the minimum requirements of the assignment. The student demonstrates a thorough knowledge and understanding of the topic, draws on a wide range of references effectively, and engages in analysis of the topic that reflects the ability to critique the ideas. The content is best characterized as analytical.

C. Assignments meet the minimum requirements for the successful completion of the assignment. The student has sufficiently dealt with the question or purpose of the assignment, demonstrates a minimum knowledge and understanding of the topic and has made adequate use of references. The content of the assignment is best characterized as descriptive.

(Adapted, A. Barretta-Herman, 1993)
Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>432 - 480</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>384 - 431</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>336 - 383</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>288 - 335</td>
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<tr>
<td>F</td>
<td>59% or below</td>
<td>287 or below</td>
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Calculation of Final Grade:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Stakes</th>
<th>Due</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Critique – Visual, Audio, Written</td>
<td>Low</td>
<td>Weekly</td>
<td>225</td>
<td>15</td>
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<tr>
<td>• 15 points x 15 entries</td>
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<tr>
<td>• 2 - 3 pages written</td>
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<tr>
<td>• 10 -15 min visual/audio</td>
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<tr>
<td>Oral Presentation of Readings</td>
<td>Medium</td>
<td>Negotiated</td>
<td>30</td>
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<tr>
<td>• 20 minutes Present</td>
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<tr>
<td>• 5 – 10 min Facilitate Discussion</td>
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<tr>
<td>Self-Care Activity Log</td>
<td>Low</td>
<td>Weeks 4 -15</td>
<td>180</td>
<td>15</td>
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<tr>
<td>• 15 points x 12 entries</td>
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<tr>
<td>Final Project – Critical Review of Chosen Text (Book, Movie, Literature,</td>
<td>High</td>
<td>On or Before</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td>Archives, Oral History, etc.)</td>
<td></td>
<td>Finals Week</td>
<td></td>
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<tr>
<td>• Assessment and Application of African American Theoretical Frameworks</td>
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<tr>
<td>TOTAL</td>
<td></td>
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<td>480</td>
<td>100</td>
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<tr>
<td>DATE</td>
<td>TOPICS</td>
<td>READINGS &amp; ASSIGNMENTS</td>
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<tr>
<td><strong>WEEK 1</strong></td>
<td>Monday Aug 26</td>
<td>- Welcome/Course Overview</td>
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<td>- Review of Syllabus</td>
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<td></td>
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<td>- Structure of Class</td>
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<tr>
<td></td>
<td><strong>Teaching Students About Trauma</strong></td>
<td>- Introductions</td>
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<tr>
<td>Wednesday</td>
<td>Aug 28</td>
<td>- Review Syllabus prior to class – come prepared with specific questions &amp; comments</td>
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<tr>
<td></td>
<td><strong>Creating Safety in the Classroom</strong></td>
<td>- Briere &amp; Scott (2013), Chapter 1</td>
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<td><strong>WEEK 2</strong></td>
<td><strong>Labor Day Holiday</strong></td>
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<tr>
<td>Monday</td>
<td>Sept 2</td>
<td><strong>No Class</strong></td>
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<tr>
<td>Wednesday</td>
<td>Sept 4</td>
<td><strong>Trauma Effects and Self-Care</strong></td>
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<td></td>
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<td>- The Effects of Trauma</td>
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<td>- Psychoeducation</td>
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<td>- Distress Reduction</td>
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<td></td>
<td><strong>WEEK 3</strong></td>
<td><strong>Race-based Trauma Perspectives</strong></td>
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<tr>
<td>Monday</td>
<td>Sept 9</td>
<td><strong>Radical Trauma Theory</strong></td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>Sept 11</td>
<td>- Racist incidents and trauma</td>
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<td>- Racism and invisibility syndrome</td>
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<td>- Debriefing – Small Groups</td>
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<td></td>
<td><strong>WEEK 4</strong></td>
<td><strong>Theoretical Frameworks</strong></td>
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<tr>
<td>Monday</td>
<td>Sept 16</td>
<td><strong>Culturally-Specific Strengths-based Perspectives</strong></td>
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<tr>
<td>Wednesday</td>
<td>Sept 18</td>
<td>- Common Heritage Framework</td>
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<td>- Post Traumatic Slave Syndrome</td>
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<td></td>
<td><strong>WEEK 5</strong></td>
<td><strong>Historical Experiences of and Responses to Trauma</strong></td>
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<tr>
<td>Monday</td>
<td>Sept 23</td>
<td><strong>Slavery, Spirituality, and Freedom Fighting</strong></td>
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<tr>
<td>Wednesday</td>
<td></td>
<td>- Spirituality and the enslaved Black</td>
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</tr>
</tbody>
</table>

46
Sept 25  | helper  |  • Debriefing – Small Groups

**WEEK 6**  
**Monday**  
**Sept 30**  | • Religion as a tool of oppression  
• Freedom Fighting  
• Psychological residual trauma  | • Martin & Martin (2002) – Chapter 4  
• Video – Psychological Residuals of Slavery – Hardy (18 min)

**WEEK 7**  
**Monday**  
**Oct 7**  | **Historical Experiences & Responses to Trauma**  
| **Criminalization, Mass Incarceration & Civil Rights**

**Wednesday**  
**Oct 2**  | • The Rebirth of the Caste System  
• The Color of Justice  | Alexander (2010) – Chapters 1 & 3

**WEEK 7**  
**Monday**  
**Oct 7**  | • Women of the civil rights movement  | Video – Standing on My Sister’s Shoulders – Women Make Movies (2002) – 60 min  
Discussion board (Oct 7 – 11 midnight)

**Historical Overview of Mental Health**  
**African American Mental Health – Contextual Factors**

**Wednesday**  
**Oct 9**  | • African American Mental Health  
• Influencing Factors & Frameworks  | • Logan, Denby, & Gibson (2007) Chapters 1 – 2

**WEEK 8**  
**Monday**  
**Oct 14**  | • Mental health interventions and the Black Community  
• Kinship Care As Mental Health  | • Logan, Denby, & Gibson (2007) Chapter 3 & 15

**Wednesday**  
**Oct 16**  | • Incarceration and African American Communities  | • Alexander (2010) – Chapter 4 & 5  
• Logan, Denby, & Gibson (2007) – Chapter 6

**WEEK 9**  
**Monday**  
**Oct 21**  | **Fall Break**  
**Sunday**  
**Oct 20**  | **No Class**

**African American Communities**  
**Resiliency, Adaptations, and Issues**

**Wednesday**  
**Oct 23**  | • Race Work  
• Community building  | • Martin & Martin (2002) – Chapter 5 & 6  
• Logan, Denby & Gibson (2007) Chapter 12

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International Institute for Qualitative Methodology  
19th Annual Qualitative Health Research Conference  
Halifax, Nova Scotia Canada  
October 24 – 30, 2013  
Oral Presentation – Theoretical Triangulation and Narrative Case Study Analysis as Complementary Methods in Qualitative Research

**WEEK 10**  
**Monday**  
**Oct 28**  | • Black Indians – the cultural fusion of Native and African Americans  | Video-Black Indians: An American Story (2000) 60 min

**Wednesday**  
**Oct 30**  | • Sexual Assault Prevention  | • RESPECT (Rape Education Services by Peers Encouraging Conscious Thought)  
• Blackboard discussion (Oct 28 – Nov2)

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**WEEK 11**  
**Monday**  
**Nov 4**  | • Assessing Trauma & Posttraumatic Outcomes  
• Depression and Substance Abuse  | • Brier & Scott (2013) Chapters 3  
• Logan, Denby, & Gibson (2007) – Chapters 5 & 7

**Wednesday**  
**Nov 6**  | • Trauma Treatment  
• African American Social Workers,  | • Brier & Scott (2013) Chapter 4  
• Martin & Martin (2002) Chapters 7 & 8
| WEEK 12 | Monday Nov 11 | • African American Children  
| | | • African American Girls  
| Wednesday Nov 13 | • African American Males & Suicide  
| | | • African American Elderly Supports  
| | | • Multiethnic Families & Children  
| WEEK 13 | Monday Nov 18 | • Slavery’s Children  
| | | • Criminal Justice & Advocacy  
| Wednesday Nov 20 | • Spirituality & Social Work  
| | | • Mental Health Policy Implications  
| WEEK 14 | Monday Nov 25 | • Afrocentric Spirituality Approach  
| | | • Healing  
| | | • African-Centered Mental Health Perspective  
| Wednesday Nov 27 | Thanksgiving Break  
| | | No Class  
| WEEK 15 | Monday Dec 2 | • Identity & Relational Functioning  
| | | • African American Males & Rites of Passage  
| | | • Course Related Topic  
| Wednesday Dec 4 | • African American Women-HIV/AIDS  
| | | • African American Students in Predominately White Universities  
| | | • The Healing Wisdom of the Ancestors  
| WEEK 16 | Monday Dec 9 | • Challenge the Status Quo  
| Wednesday Dec 11 | • Challenge the Status Quo  
| Dec 14 - 19 | Final Examination Period  

**Science, Spirituality, & Kinship**

**African American Families & Individuals**

**Culturally Specific Challenges & Interventions Across the Life Cycle**

**Contemporary Society**

**Policy & Practice**

**African-Centered Approaches**

**Culturally Centered Holistic Healing Interventions**

**African-Centered Approaches**

**Hope & Transformation**

**Challenge the Status Quo**

**Video - The Great Debaters – Part I – 124 min**

**Video - The Great Debaters – Part II**
### Appendix A: AAST 499V and SCWK 405V

#### Grading Rubric - Journal Assignment – 15 points

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (5)</th>
<th>Good (4)</th>
<th>Competent (3)</th>
<th>Needs Work (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>• Clear, concise identification of salient claims</td>
<td>• Clearly identifies salient claims</td>
<td>• Identifies some salient claims</td>
<td>• Fails to clearly identify salient claims</td>
</tr>
<tr>
<td>30%</td>
<td>• Thorough, concise, cogent, evaluation relative to existing course materials</td>
<td>• Adequate evaluation relative to existing course materials</td>
<td>• Partial evaluation relative to existing course materials</td>
<td>• Fails to evaluate relative to existing course materials</td>
</tr>
<tr>
<td></td>
<td>• Demonstrated understanding of significance of ideas beyond those presented</td>
<td>• Adequate demonstration of understanding of significance of ideas reflective those presented in class or in the assigned text</td>
<td>• Partial demonstration of understanding of significance of ideas but does not go much beyond those presented in class or the assigned text</td>
<td>• Demonstrates no understanding of significance of ideas</td>
</tr>
<tr>
<td></td>
<td>in class or in the assigned text</td>
<td>• Adequately examines alternative points of view</td>
<td>• Partially examines alternative points of view</td>
<td>• Ignores or superficially examines alternative points of view</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>• Clear, concise statement of position taken.</td>
<td>• Clear, statement of position taken.</td>
<td>• Clear, concise statement of position taken.</td>
<td>• Fails to clearly state position taken.</td>
</tr>
<tr>
<td>30%</td>
<td>• Provides thoroughly examined evidence to support position.</td>
<td>• Provides adequate examined evidence to support position.</td>
<td>• Provides adequate evidence to support position.</td>
<td>• Provides little to no evidence to support position.</td>
</tr>
<tr>
<td></td>
<td>• Clear, concise identification of source of evidence provided</td>
<td>• Adequate identification of source of evidence provided</td>
<td>• Partial identification of source of evidence provided</td>
<td>• Fails to identify source of evidence provided</td>
</tr>
<tr>
<td></td>
<td>• Thoroughly examines alternative points of view</td>
<td>• Adequately examines alternative points of view</td>
<td>• Partially examines alternative points of view</td>
<td>• Fails to examine alternative points of view</td>
</tr>
<tr>
<td><strong>Reflection Application</strong></td>
<td>• Thoroughly identifies tangible practice applications.</td>
<td>• Adequately identifies tangible practice applications.</td>
<td>• Partially identifies tangible practice applications but missing key information.</td>
<td>• Fails to identify tangible practice applications.</td>
</tr>
<tr>
<td>30%</td>
<td>• Provides clear, concise examples illustrating applications.</td>
<td>• Provides adequate examples illustrating applications.</td>
<td>• Provides partial or incomplete examples illustrating applications.</td>
<td>• Fails to provide examples illustrating applications.</td>
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<tr>
<td></td>
<td>• Application is imaginative and effective in conveying ideas</td>
<td>• Application is effective in conveying ideas but some questions remain.</td>
<td>• Application is difficult to understand or use</td>
<td>• Application is irrelevant or fails to convey ideas</td>
</tr>
<tr>
<td><strong>Writing, Audio, Visual</strong></td>
<td>• Writing is clear, organized, grammatically correct</td>
<td>• Writing is mostly clear, organized, with minor grammatical errors</td>
<td>• Writing is partially clear, organized, with a few grammatically errors</td>
<td>• Writing is unclear, unorganized, several grammatical errors</td>
</tr>
<tr>
<td>Mechanics 10%</td>
<td>• Vocals are clear and audible</td>
<td>• Vocals are mostly clear, audible</td>
<td>• Vocals are clear and audible</td>
<td>• Vocals are unclear and inaudible</td>
</tr>
<tr>
<td></td>
<td>• Visuals are clear, audible</td>
<td>• Visuals are mostly clear, audible</td>
<td>• Visuals are clear, audible</td>
<td>• Visuals are unclear, inaudible</td>
</tr>
</tbody>
</table>
### Grading Rubric – Oral Presentation – 30 points

<table>
<thead>
<tr>
<th>Knowledge, Understanding 30% (9 pts)</th>
<th>Excellent (30 – 27)</th>
<th>Competent (26 – 24)</th>
<th>Needs Work (23 – 21)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation demonstrates a depth of understanding of the major concepts; provides relevant and accurate details supported by the text; goes beyond what is explicitly expected of the assignment. Demonstrates full knowledge of the topic by providing explanations and elaborating on content presented and in response to questions.</td>
<td>The presentation demonstrates a depth of understanding of most of the major concepts; is generally accurate with only minor inaccuracies; does not go much beyond what's presented in the reading and expected in the assignment. Demonstrates adequate knowledge by providing adequate explanations and elaborating on content presented and in response to questions.</td>
<td>The presentation demonstrates little depth in understanding the major concepts; provides inaccurate information; does not extend beyond what is presented in the reading and does not respond fully to the expectations of the assignment. Demonstrates rudimentary understanding of information or little to no knowledge of the topic and cannot answer questions on content presented.</td>
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</table>

| Thinking, Inquiry 20% (6 pts) | The presentation is focused the major concepts and assignment questions; demonstrates a highly developed analytic awareness of the issues, population, responses to the issues; demonstrates a high level of conceptual ability. | The presentation is somewhat focused on the major concepts and most of the assigned questions; demonstrates some analytic awareness of the issues, population, responses to the issues but the analysis is not always fully developed and/or linked to the major concepts. | The presentation barely identifies the major concepts and answers few of the assigned questions; demonstrates little to no analytic awareness of the issues, population, responses to the issues; analysis lacks development. |

| Communication 20% (6 pts) | The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions. The information is logical, sequential, and interesting; the audience is engaged. | The presentation techniques used are effective in conveying main ideas, but somewhat unimaginative. Some questions from the audience remain unanswered. The information is mostly logical, sequential and understandable; the audience is adequately engaged. | The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated. The information is unorganized or hard to follow, some logic but scattered, engages the audience sporadically or not at all. |

| Use of Visual Aids 10% (3 pts) | The presentation includes appropriate and easily understood, clear visual aids which the presenter refers to and explains at appropriate moments in the presentation. | The presentation includes appropriate visual aids, but these are too few, in a format that makes them difficult to use or understand, and/or the presenter does not refer to or explain them in the presentation. | The presentation includes no visual aids or visual aids that are inappropriate, and/or too small or unorganized and hard to understand. The presenter makes no mention of them in the presentation. |

| Presentation Skills 20% (6 pts) | The presenter speaks clearly and loudly enough to be heard; eye contact holds the attention of the audience – seldom looking at notes; a lively tone, gestures, and body language engages the audience. | The presenter speaks clearly and loudly enough to be heard, but tends to drone (monotone), and/or fails to maintain consistent eye contact; gestures, and body language is consistent or effective some times. | The presenter cannot be heard and/or speaks unclearly or cannot be understood. There is little to no attempt to engage the audience through eye contact, gestures, or body language. |
### Grading Rubric – Final Project - 45 Points

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<tbody>
<tr>
<td><strong>Content 30% (13.5 pts)</strong></td>
<td>• Complies with all parts of the assignment.</td>
<td>• Complies with most parts of the assignment.</td>
<td>• Complies with the main parts of the assignment.</td>
</tr>
<tr>
<td></td>
<td>• Includes observations, evaluations, conclusions, demonstrations, and/or applications that describe but go beyond description and indicate a high level of innovative and conceptual ability.</td>
<td>• Includes observations, evaluations, conclusions, demonstrations, and/or applications that describe and sometimes go beyond description.</td>
<td>• Mostly describes and/or provides basic information on the topic.</td>
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<tr>
<td></td>
<td>• Exhibits logical reasoning and sensitivity</td>
<td>• Exhibits logical reasoning for the most part, but may contain one or two examples of faulty reasoning.</td>
<td>• Does not show evidence of logical thinking.</td>
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<td></td>
<td>• Makes clear an overall purpose.</td>
<td>• Indicates an overall purpose, though to a less extent than is expected.</td>
<td>• Avoids plagiarism, though source use may be problematic (i.e., sources not used to support positions, offer alternative points of view, or substantiate claims, sources chosen do not seem appropriate or credible, over-reliance on sources is apparent, etc.)</td>
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<tr>
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<td>• Includes rich and relevant details.</td>
<td>• May include several instances of extraneous detail, but attempts to present relevant details.</td>
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<tr>
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<td>• Uses sources appropriately to support positions, offer alternative points of view, and substantiate claims made.</td>
<td>• Integrates sources ethically.</td>
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<tr>
<td><strong>Style 20% (9 pts)</strong></td>
<td>• Demonstrates a scholarly and professional approach to writing.</td>
<td>• Demonstrates a scholarly and professional approach to writing sometimes.</td>
<td>• Provides some variety in sentence types, but may seem redundant, and/or monotonous.</td>
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<tr>
<td></td>
<td>• Provides a tone showing a strong understanding of purpose and audience.</td>
<td>• Provides a tone that is consistent and appropriate for the audience.</td>
<td>• Includes a title, though the title may seem lackluster or inappropriate.</td>
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<td></td>
<td>• Demonstrates a variety of sentence lengths, openers, and patterns to avoid redundancy and monotony.</td>
<td>• Employs some techniques of sentence variety to avoid redundancy and monotony.</td>
<td>• Attempts to conform to APA style but include formatting errors.</td>
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<td>• Displays accurate and vivid word choices.</td>
<td>• Displays accurate word choices.</td>
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</tr>
<tr>
<td></td>
<td>• Includes an engaging and relevant title.</td>
<td>• Includes a relevant title.</td>
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<td>• Flawlessly conforms to APA style.</td>
<td>• Conforms to APA style mostly.</td>
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</table>
### Appendix A: AAST 499V and SCWK 405V

<table>
<thead>
<tr>
<th>Organization 30% (13.5pts)</th>
<th>Organization 30% (13.5pts)</th>
<th>Organization 30% (13.5pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has a recognizable thesis, clearly stated.</td>
<td>• Is organized from a main idea</td>
<td>• Lacks evidence of an attempt to adhere to a main idea.</td>
</tr>
<tr>
<td>• Has well-constructed paragraphs that are organized around recognizable topics.</td>
<td>• Have paragraphs that are organized around recognizable topics.</td>
<td>• Paragraphs are somewhat organized around recognizable topics, though main recognizable topics may be difficult to discern.</td>
</tr>
<tr>
<td>• All paragraphs move seamlessly from one to the next.</td>
<td>• All paragraphs relate logically to the thesis.</td>
<td>• Many or all of paragraphs do not seem to relate to the thesis.</td>
</tr>
<tr>
<td>• Is arranged in a logical manner, appropriate to the audience, purpose.</td>
<td>• Have transitions between most paragraphs.</td>
<td>• Has an introduction and conclusion, though one or both may need to be strengthened.</td>
</tr>
<tr>
<td>• Has an effective and engaging introduction.</td>
<td>• Is arranged in a logical manner, appropriate to the audience and purpose, for the most part.</td>
<td>• Has an appropriate introduction.</td>
</tr>
<tr>
<td>• Has a conclusion that brings the issue full circle, illuminates the overall significance, and provides a sense of closure.</td>
<td>• Has an appropriate conclusion.</td>
<td>• Has an appropriate conclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar, APA, 20% (9 pts)</th>
<th>Grammar, APA, 20% (9 pts)</th>
<th>Grammar, APA, 20% (9 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have no serious errors in grammar, punctuation, mechanics, or spelling.</td>
<td>• Has no more than two – three serious errors in grammar, punctuation, mechanics, or spelling</td>
<td>• Have four or more serious errors in grammar, punctuation, mechanics, or spelling.</td>
</tr>
</tbody>
</table>
Appendix A: AAST 499V and SCWK 405V

Suggested Outline for Final Project

Introduction

• Description of the issue, topic, or question to be reviewed – What is the paper about?
• Scope and purpose – What is the purpose of the paper and how is it defined?
• Statement of the objectives of the review – What do you want to accomplish, prove, argue, demonstrate?
• Significance or relevance of the topic - Who is affected by the issue and how?
• Definition of key concepts or theoretical frameworks to be reviewed – What theoretical framework shapes your understanding of the topic/issue?
• Other relevant information introducing the topic/issue – Researcher/Reviewer standpoint – how your biases, worldview, standpoint shape your analysis, for example.

Summary Description of Text – What is the text about?

• Provide a summarized description of the text you are using for your analysis
• Topic/issue
• Population(s)
• Essential features of the text
• Conclusions
• Implications for practice, policy, future research

Major Components – Assessment of Text

• Main arguments, themes, characters, issues
• Strengths and limitations
• Include sources supporting your arguments, claims, etc.

Theoretical Framework – Chose One Theoretical Framework

• Describe the theory using the guide for analyzing theoretical perspectives

Analysis of Text Using Chosen Theory –

• Interpretation of main arguments, themes, characters, and issues - What comes in to focus and what becomes part of the background?
• Strengths & challenges of the assessment – How does using this theory enhance and limit your understanding of the issue/topic/population? What questions remain?

Conclusion

• Summary remarks connected with major arguments, propositions, claims made in the paper.
• Usefulness of the theory chosen to your understanding of the topic/issue/population.
This colloquium will examine the wide variety of depictions of women in Dutch art of the seventeenth century, the golden age of Dutch painting. We will consider how women are represented as housewives, maids, prostitutes, potential wives, mothers, and saleswomen, and what meanings were associated with the scenes of women dancing, drinking, writing letters, making music, seeing doctors, and cleaning their homes -- all extremely popular themes in Dutch art of this time. Some of the artists whose works will be studied include Rembrandt, Hals, Vermeer, Pieter de Hooch, Jan Steen, and Ter Borch; special attention will be given to women artists in seventeenth-century Holland, particularly Judith Leyster. Students will have the opportunity to study a specific thematic strand within the imagery of women and to give a presentation of their findings.

Class format: this colloquium will be conducted as a true seminar, which means that the focus will be on class discussion, rather than lectures (although there will be some lectures particularly in Part 2). The readings and study questions are designed to furnish the basis for these discussions, so it is essential that you come to every class having done the reading and having prepared any assigned study questions. In a small colloquium like this every person is an important to the group, and the group depends on you to be there and be prepared.

Requirements: (see schedule for dates)
1) short essays (25%)
2) mid-term (20%)
3) class presentation (20%)
4) final paper (25%)
5) class participation (10%)

Research Project: Throughout the semester, students will be working on a research project, examining the treatment of a particular theme within Dutch images of women. Topics will be selected at the very beginning of the semester and students will be required to report on their progress (and answer questions about their topic) at various points over the course of the semester. Students will give an oral presentation on their project – and participate in discussion of the topic – in a half class meeting scheduled in the last month of the semester. The project will culminate in a research paper of 12-15 pages due at the end of the semester. More specifics about the project (both the paper and the presentation) will be given in class, and I expect to work closely with each of you to help you as you develop your projects.

Short essays: In addition, students will be required to submit 7 two-page papers answering the two study questions (one page for each question) for the articles/discussion topics covered in Part 2 of the course. Also note that there are 8 sets of study questions for this section in total, so you are allowed to skip writing on one of the articles in this section.
Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland

Midterm: there will be a take-home midterm to include essay questions and questions about your research project. There will be no final.

Grading: grading will follow standard grading metrics, specifically
--papers or exams that do all the assigned tasks at an excellent level will receive grades of A;
“excellent” essays have more in-depth and/or more perceptive analysis than “good” essays
--papers or exams that do all of the tasks to an adequate or good level will receive grades of B
--papers or exams that do not do all of the assigned tasks or do some of the tasks inadequately (due to errors or serious omissions) will receive grades of C.
--papers or exams that do not significantly address the tasks and/or show little or no understanding of the main concepts will receive D’s or F’s.
   – All graded items must be submitted or an incomplete in the course will be submitted.

Books: Wayne Franits, Dutch Seventeenth-Century Genre Painting

Additional readings, on e-reserve posted on the course Blackboard pages and as hard copies on at the Fine Arts Library (1st floor of the Fine Arts Center). Please note that because of the nature of research, you will need to spend time in the actual library and cannot access all materials electronically.

Blackboard page: course materials and images for study will be posted on the course Blackboard page.

ArtStor: You are likely to need this library of images of art in preparing your presentations. As long you are on campus you can enter ARTstor directly through artstor.org; however, if you are off campus must go through our proxy server. The following URL will work:
http://libinfo.uark.edu/eresources/help.asp?TitleCode=ARTSTOR
From that URL, click on the title of the database in the black bar and you’ll be prompted to enter the uark username and password. You will need to with ARTstor to download images from them.

U of A Academic Integrity Policy: As a core part of its mission, the U of A provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy’ which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland

Schedule of Classes and Readings

Part 1: Introduction to Images of Women in Dutch Art


2. Jan. 16: Background to study of Images of Women
   -- read: Joan Kelly-Gadol, "Did Women Have A Renaissance?"
   Questions:
   1) What evidence does Kelly-Gadol provide to show that women in fact experienced a decline in social status during the Renaissance?
   2) How persuasive are her arguments, and what additional evidence would be helpful for strengthening her conclusions

3. Jan. 21: Background to Dutch 17th c. Culture
   -- complete your chapter from Schama, Embarrassment of Riches
   -- Each student will present a short (5-8) oral summary of one chapter of this book in class, and provide the class with a one-paragraph written summary of the main points of the chapter

   Questions:
   1) Explain de Jongh’s understanding of the 17th century Dutch mentality and how it affects his approach to the interpretation of Dutch genre painting.
   2) Select one painting analyzed by de Jongh in this essay and explain how de Jongh’s interpretation of that painting demonstrates his interpretive method.

5. Jan. 28: Interpretation of Dutch Genre II: realism
   -- Svetlana Alpers, “Picturing Dutch Culture,” in W. Franits, Looking at Seventeenth-Century Dutch Art: Realism Reconsidered, 57-67
   Questions:
   1) What is Alpers’s approach to interpreting Dutch art and how does it differ from de Jongh’s?
   2) What does Hecht add to the debate between de Jongh and Alpers?
Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland

Part 2: Survey of Images of Women in Dutch Genre Painting


7. Feb. 4: Good Girl/Bad Girl?
   – Frima Fox Hofrichter, “Judith Leyster’s Proposition – Between Virtue and Vice,” in Broude aand Garrard, Feminism and Art History: Questioning the Litany, 173-181
   Questions:
   1) Explain Hofrichter’s interpretation of the Proposition and the alternative interpretation proposed in the exhibition catalogue.
   2) Which interpretation is more convincing and why?

   – Franits, 53-92

9. Feb. 11: Bordellos in Netherlandish art
   – N. Salomon, “Early Netherlandish Bordeeltjes and the Construction of Social ‘Realities’”
   Questions:
   1) What are the two traditional interpretations of Dutch bordello scenes and what are Salomon’s main new interpretations of these scenes?
   2) Can Salomon’s new interpretations provide new ways of looking at Baburen’s Procuress in particular, and if so, what new insights do they provide?

10. Feb. 13: Ter Borch and Netscher
    – Franits, 95-113.

11. Feb. 18: Ladies in Satin
    Questions:
    1) How are poetic conventions and social ideals expressed in Ter Borch’s images of ladies in satin?
    2) How does Kettering think these paintings were read by men, women and informed viewers – and is she justified in drawing distinctions between the readings of these three types of viewers?

    – Franits, 135-156

13. Feb. 25: The Dutch Household
    Questions:
    1) What are the significances of the handling of space in Maes’s eavesdropper paintings?
    2) How does the treatment of space in these paintings communicate meaning and serve as a vehicle for commentary on social life?

14. Feb. 27: Delft (Fabritius, de Hooch, Vermeer)
    – Franits, 157-174, 235-238..
15: March 4: Vermeer’s Women  
H. Perry Chapman, “Inside Vermeer’s Women,” in Vermeer’s Women, 64-123  
Questions:  
1) Explain Chapman’s idea that Vermeer’s women embody abstract concepts?  
2) Demonstrate the strengths and/or weaknesses of Chapman’s claims by comparing one Vermeer painting to one work with the same theme by another artist (you could, for example, compare Vermeer’s Woman Holding a Balance with fig. 54 – but there are other relevant comparisons you could consider).

16. March 6: Amsterdam (Loo, Eeckhout, Metsu) Rotterdam (Sorgh, Ochtervelt)  
– Franits, 175-201

17. March 11: The Marketplace  
Questions:  
1) What evidence does Stone-Ferrier present to argue that Metsu’s market scene conveys pride in Dutch horticulture?  
2) Has Stone-Ferrier overlooked any additional meanings that might be in the Louvre painting (fig. 2), and what might these be?

18. March 13: Jan Steen  
– Franits, 203-214.

19. March 18: The Jan Steen House  
Questions:  
1) What is the problem about understanding Steen’s Dissolute Household that Schama addresses here?  
2) How do the cultural values Schama discusses help resolve the question about Steen’s painting?

20. March 20: Rembrandt  
– Kahr, Dutch Painting in the Seventeenth Century, 89-154.

SPRING BREAK

21. April 1: Rembrandt’s Bathsheba  
Questions:  
1) Explain the differences between Alpers’s and Carroll’s interpretation of Rembrandt’s Bathsheba.  
2) Which interpretation is more convincing and why?
Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland

**Part 3: Student Presentations**

22. April 3: – presentations

23. April 8: presentations


25. April 15: presentation

26. April 17: presentations

27. April 22: presentation

28. April 24: presentations

29. April 29: presentations

30. May 1: presentations

Research papers due: Thursday May 8 at 1 pm
Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland

**Basic Books on Dutch Art in General**

(note: a good number of items on this bibliography are on reserve for this course; some require Interlibrary Loan)


**Books on Dutch Genre Painting**

**Exhibitions**

*Art and Home: Dutch Interiors in the Age of Rembrandt*, Denver Art Museum and The Newark Museum, 2001: with essays:
  – Eric Jan Sluijter, “‘All striving to adorne their houses with costly peecess’: Two Case Studies of Paintings in Wealthy Interiors,” 103-127.


*Gabriel Metsu*, by Adriaan E. Waiboer, National Gallery of Ireland, 2010.


Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland


**Museum catalogs**

Liedtke, Walter, *Dutch Paintings in the Metropolitan Museum of Art*, 2007

**Essay volumes**

*Images of Women in Seventeenth-Century Dutch Art: Domesticity and the Representation of the Peasant*, ed. Patricia Phagan, 1996
– includes essays on Adriaen van Ostade
– including Wayne Franits, “Domesticity, Privacy, Civility, and the Transformation of Adriaen van Ostade’s Art,” 3-25

– “To Instruct and Delight,” 83-103.


*From Revolt to Riches: Culture and History of the Low Countries 1500-1700*, ed. Teho Hermans and Reinier Salverda, 1993


includes
Wayne Franits, “‘For people of fashion’: Domestic Imagery and the Art Market in the Dutch Republic,” 295-316.
Renaissance Culture and the Everyday, ed. Patricia Fumerton and Simon Hunt, Philadelphia, 1999
Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland


*The Public and Private in Dutch Culture of the Golden Age*, ed. Arthur Wheelock and Adele Seeff, Newark
– Alison Kettering, “Gerar ter Borch’s Miliary Men: Masculinity Transformed, 100-119.

**Monographs**


**Rembrandt:** the bibliography on Rembrandt is so large that I suggest you consult the exhibition catalog, *Rembrandt's Women*, on hard copy reserve for the course, for specific bibliography on Rembrandt's images of women.

**Thematic books:**


**Emblem Books and Primary Sources** (note: there are many web sources for these materials, share as you find these)


Cats, Jacob, *Sinne-en minnebeelden*, 1618 (Emblems of Virtue and Love) [http://emblems.let.uu.nl/c1627front.html](http://emblems.let.uu.nl/c1627front.html) (1627 edition includes English translation at back)

_____ *Spiegel vanden ouden ende nieuwen tijdt, 1632.*

Hoogstraten, Samuel, *Inleyding tot de hooge schoole der schilderkunst*, 1678, theoretical treatise on art

Houbracken, Arnold, *De groote schouburgh der Nederlandtsche konstschilders en schilderessen* (1718-21, 2nd edition 1753) – biographies of artists

Mander, Karl van, *Het Schilder-Boeck*, 1603 biographies of painters (available in translation by Derry Cook-Radmore et al, 1994-9)

Appendix B: ARHS 3923 H: Images of Women in Rembrandt’s Holland

Venne, Otto van, *Amorum Emblemata*, 1608.


[http://emblems.let.uu.nl/](http://emblems.let.uu.nl/) Emblem project Utrecht

**Topics for Projects**

- women and drinking
- letter writing
- playing cards
- women peasants
- prostitutes
- mothers and children
- maids
- women and dogs
- sick women
- women and money
- cleaning
- love gardens
- courtship
- spinning/sewing
- old women
- cooking
- women in the market place
- Old Testament women in Rembrandt
- Rembrandt’s images of his wife Saskia

(other topics possible but require approval by me)
Welcome to my course! Our cosmic journey will last 16 weeks. I think you will enjoy this class because it deals with subjects in which almost everyone shares an interest - you are, after all, a citizen of our Galaxy, and literally made of starstuff. I hope to show you just how you relate to other great cosmic phenomena such as the discovery of planets around nearby stars and supernovae exploding in other galaxies, for these kinds of phenomena do sometimes affect our home planet as well. My goal is that each of you should gain a deeper understanding of the universe and your place in it. I do expect you to attend classes regularly, and there will be considerable in-class work that will be graded, so if you are too sick to attend or have to go out of town, just let me know beforehand and I'll give you an excused absence (call the number above; leave a message if I'm not available, or email me); otherwise you get a 0. If you have a fever or are experiencing flu-like symptoms, please do not come to class since this may just spread the infection. If you have to miss a test or retest, or if you choose not to take a test, then you must take the Final Exam. It is a comprehensive multiple-choice exam - it covers the entire course. It is the only means of making up a missed test or retest. Tests will not be given earlier or later than scheduled. Your reading assignments and test dates are listed below. You should have read the assigned chapters before the first class meeting that week. This is important since the discussion group questions assigned to your group will be based on this material.

WEEK OF ..................READING ..................WEEK OF ..................READING
Aug. 25 (Monday) ......Ch. 1 & 2 ..................Oct. 20 (Monday) ......Fall Break, Ch. 11
Sep. 1 ..................Ch. 3 & 4 ..................Oct. 27 ..................Ch. 11 & 12
Sep. 8 ..................Ch. 5 ..................Nov. 3 ..................Ch. 13 & 14
Sep. 15 ..................TEST 1, Ch. 6 ..................Nov. 10 ..................Test 3, Ch. 15
Sep. 22 ..................Ch. 6 & 7 ..................Nov. 17 ..................Ch. 16 & 17
Sep. 29 ..................Ch. 8 & 10 ..................Nov. 24 ..................Ch. 18, Thanksg.
Oct. 6 ..................Ch. 9, TEST 2 ..................Dec. 1 ..................Ch. 19 & 20
Oct. 13 ..................Ch. 11 ..................Dec. 8 ..................Ch. 20, TEST 4

Test Dates:
TEST 1 ..................Sep. 16 (Tuesday)
TEST 2 ..................Oct. 9 (Thursday)
Fall Break ..............Oct. 20-21 (Monday-Tuesday)
TEST 3 ..................Nov. 11 (Tuesday)
Thanksgiving ..........Nov. 26-30 (Wed.-Sun.)
TEST 4 ..................Dec. 11 (Thursday)
Final Exam .............Dec. 18 (Thursday) at 8:00-10:00 AM in this room (PHYS 133).

NOTE: Photo ID's and #2 Pencils are required for all tests. We will provide all the "General Purpose Scantron
Answer Sheets" for each test and retest (9 total). If you forget to bring a photo-ID to the test, you will have to
fill out a form and bring the ID to me later; until then, your grade on that test and the retest will be zero (0).
Appendix C: ASTR 2003H – Honors Survey of the Universe

Course Grades: There are three components to your grade in this course - group work (15%), regular tests and retests (60%), and the final exam (25%). The class will be broken up into working groups of 5 students. Each group will be responsible for answering discussion questions assigned in class and for working out answers to the retests. Each group will sit together during classes in order to discuss group questions. Group membership will be randomly assigned. The regular Tests (see schedule above) are first taken individually on the dates listed above (these are timed 40-minute multiple-choice tests), then members of the groups will arrange to meet together in this classroom after the test, or outside of class, to pool their efforts as a group on the same test (the Retest). Each class member then fills out another answer sheet and turns it in at the beginning of the next class meeting. Retests will NOT be accepted after that time for any reason (give them to another class member, or turn them in early if you will not attend the next class meeting - put them in my mailbox in PHYS 226 or slip them under my door in PHYS 206). The retest is a required part of the course, not optional. The retest score will improve your grade on the test by 1/3 of your improvement on your original test score. Your grade will suffer if the retest score is worse than the original test score. Thus, a test score of 85% and a retest score of 100% (not at all unusual!) would result in an effective grade of 90%. The final exam is taken individually and has no retest, but half of the final exam questions will come from the first four regular tests; the other half will be new questions. The final exam is optional, not required, unless you have missed a test or retest, but there is no penalty for taking it and doing poorly. If you take the Final Exam to make up a missed test or retest, the Final Exam score will replace the missed test score only, and the retest score will be computed as the average of your other retest scores. The course grade scale is 90%=A, 80%=B, 70%=C, 60%=D. This scale is not negotiable.

By the end of this course you should …
1. be able to describe the structure, composition, and dynamics of the Solar System and other planetary systems both descriptively and computationally.
2. be able to describe the larger-scale structures of the universe, including binary stars, star clusters, and galaxies.
3. be able to explain the origin and evolution of major components and structures in the universe based on the Big Bang theory.

You are required to take an Assessment Survey during the first and last week of class.

Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

I like to talk to students and I will be happy to talk with you about the course (or anything at all) during my office hours (see above) or at another time you may arrange with me. I will post your course grades on the Blackboard Learn web site. Much useful course information, like old tests and major topics, are to be found at the class web site www.uark.edu/misc/clacy/ASTR 2003

No exceptions will be made to the grading policy above. I will not assign projects for extra credit to improve your grade under any circumstances. Tests will not be given earlier or later than scheduled.

The lab course, ASTR 2001M (honors), is a co-requisite for this course. It is a separate course and grades in that course are independent of grades in this course. The lab does meet during the first week of classes.

Weather Policy: Classes will meet unless the University is closed. Closure of the University is announced on KUAF Radio, 91.3 FM, on the main University web site (www.uark.edu), or you may call 575-7000. If the University remains open, no announcement will be made.
Biochemistry II, CHEM 5843/CHEM 4843H
Spring 2015

Professor: Frank Millett, Phone: 575-4999, E-mail: millett@uark.edu
Office Hours: CHEM 243: 1:30 – 2:30 PM, MWF, or by appointment.
Textbook: Biochemistry, Berg, Tymoczko, Stryer, 7th Edition
Prerequisites: CHEM 5813 or CHEM 4813H.
Course Goal: In combination with CHEM 5813, to present a comprehensive view of the current state of knowledge of biological molecules and chemical reactions that are required for life.

Week of: Chapter Topic
January 12 11, 15 Carbohydrates, Metabolism
January 19 16 Glycolysis, Gluconeogenesis
January 26 17 Citric Acid Cycle
February 2 18 Oxidative Phosphorylation

Exam 1 Thursday, February 5, 7:00 - 9:00 PM CHEM 132
February 9 19 Photosynthesis
February 16 20 Calvin Cycle
February 23 21 Glycogen Metabolism
March 2 22 Fatty Acid Metabolism

Exam 2 Thursday, March 5, 7:00 - 9:00 PM SCEN 407
March 9 23 Amino Acid Catabolism
March 16 24 Biosynthesis of Amino Acids
March 30 4, 5 (pp 139-145) DNA

Exam 3 Thursday, April 4, 7:00 – 9:00 PM CHEM 132
April 6 28,29 Replication, Transcription
April 13 30 Translation
April 20 31 Regulation in Prokaryotes
April 27 32 Regulation in Eukaryotes

Exam 4 Wednesday May 6, 10:15 – 12:15 AM CHEM 132

Exams: The four exams will involve problem solving, will be weighted equally, and will count 90% of the final grade. No exams will be dropped.

Homework: Homework involving protein modeling and literature searching will be assigned, and count 10% of the final grade. Additional problems will be assigned, but not graded.

Attendance and Inclement Weather: Classes will be held unless the University is closed.

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

Website: Further information on exams, homework problems, syllabus, etc. is available at Blackboard on the UA website. Gain access to this site by using your ID.
HIST 3923H / MUSC 4253 / MUSC 3923H / WLLC 3923H
UNIVERSITY OF ARKANSAS
FALL 2011
THURSDAYS, 3:00-5:50
KIMPEL HALL 201

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COURSE DESCRIPTION

This course will introduce students to intellectual inquiry and critical thinking through an interdisciplinary study of Richard Wagner, one of history’s most famous, yet problematic figures. Students will study Wagner as a composer, dramatist, aesthetician, poet, political commentator, and scholar, while at the same time considering the context of his times and the controversies surrounding his work. The course will explore the connections between Wagner’s work and early German nationalism, and its later links to National Socialism in the twentieth century. Along the way, students will become acquainted with the history of Germanic languages in myths, beginning with Runic inscriptions and Gothic incantations, moving through Germanic myths in most medieval Germanic languages, and culminating in a comparative examination of the Siegfried/Brünhilde story arc that Wagner eventually scored and minted as the German myth. The course will also deal with the nexus of these legends and Wagner’s notorious anti-Semitism.

The course will explore Wagnerian issues through the frame of his monumental operatic tetralogy *The Ring of the Nibelung* and its lasting effects on modern intellectual and cultural imagination. The *Ring Cycle* is a significant object of study due to its continued popularity in every conceivable form of American popular culture, from commercials to Hollywood blockbusters and Indie films. It therefore provides an ideal bridge for students’ shared cultural backgrounds and new interdisciplinary academic skills.
Appendix E – HIST 3923H, MUSC 4253 and 3923H, WLLC 3923H – Lord of the Ring

With Wagner as a unifying theme, students will discover the ways in which the differing perspectives of disciplines such as German studies, history, and musicology can come together to answer shared questions about the development of art and culture within society and politics and about the links between the past and the present.

GOALS OF THE COURSE

Content:

• Through course lectures and selected readings, students will be acquire familiarity with Richard Wagner, his works, his context, and his legacy
• Through careful readings, viewings, and discussions, students will be able to assess the content, themes, and broader significance of Wagner’s *The Ring of the Nibelung*
• The course will cultivate student interest in foreign languages, humanities, and the arts, while establishing a foundation for further studies in these fields.

Skills:

• Through analysis of Wagner’s *Ring* and a discussion of Wagner’s impact on literature and popular culture, students will achieve basic competencies in evaluating and interpreting the content of artworks
• Students will develop critical reading and thinking skills, based on interactions with Wagner’s writings and with other literary works based on Wagner
• By completing a final course project, students will enhance basic research, writing, and presentational skills, from the perspectives of several disciplines

COURSE REQUIREMENTS

I. Preparation for Class: Our course is more than the time we spend in the classroom. It is therefore essential that you prepare thoroughly each day for class. You can expect to complete an given amount of reading before each class session and to spend additional time preparing daily assignments and conducting research, so be sure to schedule your time accordingly. We expect that you will come to class having carefully read all assigned texts and viewed in advance select performances.

Participation in Class: In the classroom, earning a high participation grade depends on faithful attendance, demonstrating careful preparation, and showing a willingness to contribute to class discussions. If you are clearly unprepared or distract from the learning process (e.g. by sleeping, texting, or exhibiting disruptive behavior), you may be asked to leave and/or counted absent for the day.

II. Daily Assignments: Students will be asked to complete a set of common assignments, including reflective essays based on weekly readings and performance viewings. These will be included in the schedule below and/or announced in class and posted on the blackboard website.
Appendix E – HIST 3923H, MUSC 4253 and 3923H, WLLC 3923H – Lord of the Ring

III. **Exams:** There will be two exams in this course: a midterm and a final. The exams will cover the material from the course lectures, readings, viewings, and discussions.

IV. **Final Projects:** Throughout the semester, students will pursue a final project connected to the section in which they are enrolled:

**HIST 3923H:** Students taking this course for history credit will complete a research project connecting Wagner, his works, and his legacy to a larger historical context. Wherever possible, the project should make use of both primary and secondary sources and attempt to answer a well-defined historical question. The project will yield a paper of approximately 10 pages, and a secondary product such as a podcast, poster presentation, website, etc. Students will be asked to present and/or exhibit their projects at the end of the semester.

**MUSC 3923H/MUSC 4523:** Students taking this course for music credit will complete a research or analysis project focusing on musical and dramaturgical aspects of the four *Ring* operas. These aspects could include Wagner’s deployment of specific leitmotifs in a particular scene or throughout the whole tetralogy, his interest in a reform of traditional opera, or his musical characterization of characters. Students might also want to work with different approaches to the staging of Wagner’s *Ring*, examining a recent production or historical evidence documenting nineteenth- and twentieth-century productions of the operas. The project should result in a well thought-out and argued research paper (of about 8-10 pages for undergraduate, 10-12 pages for graduate students), which can be accompanied by a set of stage directions or analytical charts.

**WLLC 3523H:** Students taking this course for WLLC credit will complete a research and analysis project that examines linguistic and literary/textual aspects of Wagner’s work and legacy. This could include, but is not limited to, a study of Germanic languages and mythologies as tools for defining the nation or national narrative; High or Pop Culture as an educational tool; literature and linguistics/semantics as they relate to cultural hegemony or social construction; Wagner’s influence on international literature—thematically or musicologically (i.e. writers who attempt to approximate musical structures in the written word). Students will be asked to produce a written analytical component, complemented by a presentation of material that can take any form so long as it is fitting to the topic. Central to the WLLC section is analysis of German(ic) material in the original language.

**NOTE:** Undergraduates may, with the approval of the professors, choose to complete a project outside of their discipline. In other words, HIST students may choose to complete the WLLC project.

**Grading**

- Participation: 10%
- Daily Assignments: 20%
- Midterm Exam: 20%
- Final Exam: 20%
- Final Project: 30%
REQUIRED TEXTS


Other course readings will be available for download on the Blackboard website or placed on E-reserve at the Mullins Library.

SYLLABUS

Please note that we reserve the right to make changes to this syllabus, including the schedule of assignments and the selected readings. Lecture topics are also subject to change, and we welcome your feedback on potential topics. We recommend that you refer to the syllabus frequently and make careful note of any changes announced in class.

INCLEMENT WEATHER

In the event of inclement weather, students are asked to monitor closely their email and the blackboard website for updates about the status of class meetings. In general, if weather forces the Razorback Transit System to suspend operations, then class will be canceled.

ACADEMIC INTEGRITY

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/245.php. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Thursday, August 25th</td>
<td><strong>Wagner’s Life and Works</strong></td>
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<tr>
<td></td>
<td>• Wagner’s historiography</td>
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<td></td>
<td>• Introduction to Wagner’s poetics</td>
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<td></td>
<td>• How to READ an opera</td>
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<td></td>
<td>Review Syllabus</td>
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<tr>
<td>Thursday, September 1st</td>
<td><strong>Wagner’s Milieu</strong></td>
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<td></td>
<td>• Wagner’s historical context</td>
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<td>• Introduction to the world of opera</td>
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<td></td>
<td><em>Wagner’s Ring of the Nibelung, 7-13; 54-88</em></td>
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<td></td>
<td><em>Das Rheingold, Scene 1 and 2</em></td>
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<tr>
<td>Thursday, September 8th</td>
<td><strong>Wagner’s Sources</strong></td>
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<td></td>
<td>• Germanic mythology</td>
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<td>• <em>Das Nibelungenlied and Germany</em></td>
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<td></td>
<td><em>Wagner’s Ring of the Nibelung, 29-32; 88-118</em></td>
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<td></td>
<td>Mythology reading on Blackboard</td>
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<td></td>
<td><em>Das Rheingold, Scene 3 and 4</em></td>
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<tr>
<td>Thursday, September 15th</td>
<td><strong>The Valkyries</strong></td>
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<td></td>
<td><em>Wagner’s Ring of the Nibelung, 14-24, 119-167</em></td>
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<td></td>
<td><em>Die Walküre, Act I and II</em></td>
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<tr>
<td>Thursday, September 22nd</td>
<td><strong>No Class - German Studies Association</strong></td>
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<tr>
<td></td>
<td>• Students arrange individual meetings to discuss independent projects</td>
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<tr>
<td>Thursday, September 29th</td>
<td><strong>Wagner and the Nation</strong></td>
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<tr>
<td></td>
<td>• Wagner’s revolutionary activism at mid-century</td>
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<td>• The transformation of German nationalism in the <em>Kaiserreich</em></td>
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<td>• <em>Kultur nation Deutschland</em></td>
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<tr>
<td>Thursday, October 6th</td>
<td><strong>Bayreuth</strong></td>
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<tr>
<td></td>
<td>• The history of the Bayreuth Festival</td>
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<td></td>
<td>• The Wagner family at the end of the nineteenth century</td>
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<td></td>
<td><em>Wagner’s Ring of the Nibelung, 192-228</em></td>
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<tr>
<td></td>
<td><em>Siegfried, Act I</em></td>
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<tr>
<td>Thursday, October 13th</td>
<td><strong>Siegfried</strong></td>
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<td></td>
<td><em>Wagner’s Ring of the Nibelung, 41-52, 228-276</em></td>
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<tr>
<td></td>
<td><em>Siegfried, Act II and III</em></td>
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<tr>
<td>Thursday, October 20th</td>
<td><strong>Midterm Exam</strong></td>
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<td>Thursday, October 27th</td>
<td><strong>Wagner and Anti-Semitism</strong></td>
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<td></td>
<td>• The emergence of modern anti-Semitism in Europe</td>
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<td></td>
<td>• Anti-Semitic themes in Wagner’s art and thought</td>
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<tr>
<td>DATE</td>
<td>TOPIC AND ASSIGNMENTS</td>
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<tr>
<td>Friday, October 28th</td>
<td>Presentation by Dr. Marc Weiner</td>
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<td><em>Professor of Germanic Studies, Indiana University</em></td>
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<td>Thursday, November 3rd</td>
<td>Wagner and Nazism</td>
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<td></td>
<td><em>Wagner’s Ring of the Nibelung,</em> 277-308</td>
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<td></td>
<td><em>Götterdämmerung, Act I</em></td>
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<td>Saturday, November 5th</td>
<td>Met HD Telecast of <em>Siegfried</em> at Razorback Cinema</td>
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<td>Thursday, November 10th</td>
<td>Wagner and Literature</td>
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<td><em>Lord of the Rings (The Return of the King,</em> Book Five;</td>
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<td>Appendix A, B, D, E</td>
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<tr>
<td>Thursday, November 17th</td>
<td>Wagner and Popular Culture</td>
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<td></td>
<td><em>Wagner’s Ring of the Nibelung,</em> 309-351</td>
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<td></td>
<td><em>Lord of the Rings (The Return of the King,</em> Book Six;</td>
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<td>Appendix F*</td>
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<td><em>Götterdämmerung, Act II and III</em></td>
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<tr>
<td>Thursday, November 24th</td>
<td>Thanksgiving - No Class</td>
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<tr>
<td>Thursday, December 1st</td>
<td>Wagner’s Legacy</td>
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<td></td>
<td>*The Grand Tours: Castles, Ruins, and the Wagnerian</td>
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<td>landscape</td>
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<td><em>Performing Wagner in the Postwar Era</em></td>
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<td>Student Presentations</td>
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<td>Thursday, December 8th</td>
<td>Final Projects</td>
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<td></td>
<td>Student Presentations</td>
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<td><strong>FINAL EXAM</strong></td>
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Appendix F – PHIL 2003H – Honors Intro to Philosophy

Honors Introduction to Philosophy
PHIL 2003H
Professor Oksana Maksymchuk
Spring 2014

Office: Old Main 314 | Office Hours: Tu 3:30 -5:30 P.M. or by appointment | email: omaksymc@uark.edu

Course Description
This course will introduce students to some major topics and problems in philosophy: the existence of God, the problem of evil, knowledge and reality, personal identity, freedom of the will, moral responsibility, and the foundations of morality. Students will learn to analyze and evaluate arguments of some of the most compelling thinkers in the history of philosophy, and to develop their own philosophical views on these topics.

Text

Course Objectives
1. As a result of full participation in this class, a student will understand:
   - A variety of important issues and debates from classical and contemporary philosophy.
   - The perspectives of important philosophers in areas of metaphysics, epistemology, and value theory.
2. Students will also cultivate abilities essential for their academic and professional success:
   - Read and analyze texts.
   - Reflect on philosophical arguments and develop critical responses to them.
   - Think philosophically about different issues that arise in his or her own life.
   - Think and write with increased clarity and rigor.

Assignments and Course Requirements
Students will be required to participate in class discussion in a well-informed thoughtful manner. Do all the readings before class, and bring your texts with you! There will be regular open-book quizzes. I also expect you to watch four of the movies I’ve listed on the syllabus (one over each four-week period). Your writing assignments will consist of four short film reports (up to 300 words) and four thesis papers, each no longer than 1200 words (up to four pages). In these thesis papers, you will present the philosophical views we discussed in class and develop your own responses to them. I will distribute a list of suggested paper topics about ten days before a paper is due. If you decide to come up with your own paper topic, email it to me at least five days before the due date. Please include a word count on all of your papers. Papers turned in late will be counted down 1/6 of a grade (from A to A/A-) for each additional day (or part of a day) that they are late. Your lowest thesis paper grade will be weighed at 15% of your grade for the course. I encourage you to read “Writing Philosophy Papers,” pp. 15-17 in your textbook and/or Jim Pryor’s article on writing philosophically at http://www.jimpryor.net/teaching/guidelines/writing.html Dare to take risks and to experiment!
Grade Distribution
Class participation: 10%
Quizzes: 10%
Film reports: 5%
First thesis paper: 15%
Second thesis paper: 20%
Third thesis paper: 20%
Fourth thesis paper: 20%

Students with Disabilities
In compliance with University of Arkansas policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. For more information, visit: http://cea.uark.edu/

Academic Integrity
Students are expected to comply with University regulations regarding academic integrity. Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment – at a minimum. I will report any breach of academic integrity. Information about that process can be found here: http://ethics.uark.edu.

In-Class Participation and Behavior:
1. The class will be run as a mix of lecture and discussion. Always do the readings before you come to class. That way, you will be able to follow the lecture and to make thoughtful contributions to the discussion.
2. Come to class on time.
3. Do not talk in class except when we are having a discussion.
4. Be respectful. Do not interrupt. When you have something to say, raise your hand and wait for your turn to speak.
5. All phones, tablets, etc. must be in the off or silent mode during class. No laptops, ipads, netbooks, etc. may be used in class. To take notes, please use pen and paper.
6. You may not use any recording devices without my prior permission.

Inclement Weather Policy
In the event that the UA declares that its inclement weather policy is in effect, I will send out an email to let you know if our class is meeting. Should the power be out at my house, I will, as a last resort, leave an outgoing message on my office phone (479-575-8640) letting you know if we will be having class.

Emergency Procedures
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.
### WEEK 1: THE NATURE OF PHILOSOPHY

- **01/14** Introduction
- **01/16** Plato, “Apology: Defense of Socrates” 22-37
- Film: The Matrix

### WEEK 2: GOD AND RELIGION

- **01/21** St. Anselm, “The Ontological Argument” 42-44
- St. Thomas, “The Existence of God” 44-46
- **01/23** William Paley, “Natural Theology” 47-51
- Pascal, “The Wager” 52-55

### WEEK 3: THE PROBLEM OF EVIL

- **01/28** Perry, “Dialogue on Good, Evil and the Existence of God” 97-120
- **01/30** Leibnitz, “God, Evil and the Best of All Possible Worlds” 95-96
- Film: The Seventh Seal
  - *First paper topics handed out*
  - *First film report due 02/02/14 by midnight*

### WEEK 4: KNOWLEDGE

- **02/04** Plato, “Theaetetus” 126-133
- **02/06** Gettier “Is Justified True Belief Knowledge?” 133-135
  - *First thesis paper due on Feb. 9th by 11:59 P.M.*

### WEEK 5: SKEPTICISM ABOUT KNOWLEDGE

- **02/11** Descartes, “Meditations” 136-159
- **02/13** Grau, “Bad Dreams, Evil Demons, and the Experience Machine” 160-167
- Film: eXistenZ OR Waking Life OR Inception

### WEEK 6: PERSONAL IDENTITY

- **02/18** Perry, “Dialogue on Personal Identity and Immortality” 312-332
- **02/20** Williams, “The Self and its Future” 333-343

### WEEK 7: PERSONAL IDENTITY

- **02/25** Parfit, “Personal Identity” 343-356
  - Velleman, “So It Goes” 356-368
- **02/27** Dennett, “Where am I?” 368-376
- Film: Blade Runner OR Moon
  - *Second paper topics handed out*
  - *Second film report due 03/02/14 by midnight*

### WEEK 8: FREEDOM OF THE WILL

- **03/04** Chisholm, “Human Freedom and the Self” 377-384
- **03/06** Van Inwagen, “The Powers of Rational Beings: Freedom of the Will” 385-397
  - *Second thesis paper due on March 9th by 11:59 P.M.*

75
WEEK 9: FREEDOM OF THE WILL
03/11  Hume, “Of Liberty and Necessity”  397-407
03/13  Frankfurt, “Freedom of the Will and the Concept of a Person”  430-439

WEEK 10: FREEDOM OF THE WILL AND MORAL RESPONSIBILITY
03/17  Fischer, “Responsiveness and Moral Responsibility”  414-429
03/20  Nagel, “Moral Luck”  440-448

Film: Minority Report OR Lives of Others OR The White Ribbon
Third paper topics handed out
Third film report due 03/23/14 by midnight

WEEK 11: Spring Break

WEEK 12: UTILITARIAN ETHICS
04/01  Bentham, “The Principle of Utility”  457-460
        Mill, “Utilitarianism”  460-476
04/03  Williams, “Utilitarianism and Integrity”  487-495

Third thesis paper due on April 6th by 11:59 P.M.

WEEK 13: KANTIAN ETHICS VS. VIRTUE ETHICS
04/08  Kant, “Groundwork of the Metaphysic of Morals”  504-520
04/10  Hursthouse, “Right Action”  561-571

WEEK 14: UTILITARIANISM VS. KANTIAN ETHICS
04/15  Singer, “Famine, Affluence, and Morality”  495-503
04/17  O’Neill, “Kantian Approaches to Some Famine Problems”  538-543

WEEK 15: JUSTICE AND EQUALITY
04/22  Rawls, “A Theory of Justice”  572-585
04/24  Appiah, “Racisms”  628-638
Film: Code Unknown OR Workingman’s Death

WEEK 16: CHALLENGES TO MORALITY
04/29  Plato, “The Republic”  639-675
05/01  Mackie, “The Subjectivity of Values”  708-720
Fourth paper topics handed out
Film: The Thin Red Line
Fourth film report due 05/04/14 by midnight

Fourth thesis paper due on May 9th by 11:59 P.M.
Appendix G – PHYS 3113 – Analytical Mechanics

Phys3113 Analytical Mechanics

Textbook: Classical Mechanics by John R. Taylor
Meeting time: Mondays, Wednesdays, Fridays 2-2:50 PM
Meeting place: JBHT 0147
Basic in-class rules: Turn off phones. Stay off the internet. Ask questions. Take notes.
(book material may be different than material covered in the lecture.)

Instructor
Woodrow L. Shew

email: shew@uark.edu
phone: (479) 575-5693
office: Physics 242A

Office hours
Monday 9-10 AM
Tuesday 9-10 AM
Wednesday 10-11 AM

Learning outcomes: By the end of this course you will be able to use Newtonian and Lagrangian methods to calculate the motion of particles and solid bodies when they are acted on by external forces or free to move without forces. Topics will include oscillatory motion, central force problems, two-body orbits, variational calculus, conservation laws, noninertial frames of reference, and chaotic motion.

Grades: Grades will be based on 10 homework assignments, 3 online review quizzes, 2 midterm exams, and the final exam. Only your 9 best homework scores will be used to calculate your final grade. The relative contributions of these are explained in this table (below)

<table>
<thead>
<tr>
<th>Item</th>
<th>how many</th>
<th>points per item</th>
<th>total points</th>
<th>% of grade per item</th>
<th>% of grade total</th>
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<tbody>
<tr>
<td>Homework</td>
<td>9</td>
<td>50</td>
<td>400</td>
<td>3.4%</td>
<td>27%</td>
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<tr>
<td>Review Quizzes</td>
<td>3</td>
<td>20</td>
<td>60</td>
<td>1.3%</td>
<td>4%</td>
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<td>Exams 1 &amp; 2</td>
<td>2</td>
<td>300</td>
<td>600</td>
<td>20.55%</td>
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<td>Final exam</td>
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<td>400</td>
<td>400</td>
<td>27.40%</td>
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A 85 - 100%
B 70 - 85%
C 60 - 70%
D 50 - 60%
F 0 - 50%

I’ll round up if you’re at the border (for example, 84.5% is an A while 84.4% is a B).
I will not grade on a curve. My objective is to make sure you learn the concepts of physics. If you do learn them, you get an A. If every student learns them, you all get A’s.
Appendix G – PHYS 3113 – Analytical Mechanics

**Review quizzes:** Before each exam, including the final, you are required to complete an online review quiz. Your answers will be due at midnight prior to the last lecture before the exam, which will be a review lecture. Review quizzes may be given at other times as well. Review quizzes will not be graded for correctness. You get full credit if you simply complete it. I will use your quiz responses to focus my review lecture on topics that many students find difficult.

**Homework:** Homework will be assigned (almost) every Friday and due at 2 PM (at the beginning of the lecture) on the following Friday. Students are encouraged to work together on homework. Assignments will be posted on the course website. Homework solutions will also be posted on the course website every Friday. Homework will be not be accepted (i.e. you get 0 points) if it is turned in after the solutions are posted. Homework problems are your way of assessing your mastery of the material and your problem solving ability. A homework grade of less than 85% is an indication that you have not mastered the material and that more effort on your part is required. Solutions manuals are not to be used as an aid to performing homework problems.

**Exams:** Exams will be held in class. They will be closed-book. In the lecture preceding each exam, I will specify what you may bring to class on exam day (e.g. a calculator, formula sheet). No devices with internet access will be permitted. Phones must be turned off and stay out of your hands during the exam.

**Academic Dishonesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and integrity prevail. You are required to be familiar with and abide by the policies of the University (posted here and here). I am required to and will enforce these policies.

**Inclement Weather:** Unless classes have been officially canceled by the University, you are expected to attend all lectures and exams. If you live someplace from which you feel it would be dangerous to travel to the University, email me. If you miss a test for this reason, you will be required to take an alternate test that I will attempt to make of the same difficulty as the missed exam. You are responsible for making the decision to travel in bad weather. Please do not put yourself at risk to attend class.

**Illness:** If you are ill, please stay home. If you have an extended illness, please contact me and I will make provisions. If you miss a test due to illness and have a doctor’s note to attest that you were ill, you will be required to take an alternate test that I will attempt to make of the same difficulty as the missed exam.