

**GREAT BASIN COLLEGE BACHELOR OF ARTS IN SOCIAL SCIENCE
PROGRAM REVIEW REPORT**



Submitted Spring 2022

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INTRODUCTION

This is a program review of the Bachelor of Arts in Social Science at Great Basin College (hereafter BASS) covering academic years 2016-2021 of the program. The report includes the following:

- PROGRAM OVERVIEW
 - Mission and Institutional Alignment
- PROGRAM DATA
 - Enrollments and Graduates
 - Student Success and Satisfaction
 - Recruitment Approaches
- STRENGTHS, CHALLENGES, AND GOALS
 - Strengths
 - Challenges
 - Recommendations and Goals
- APPENDIX
 - Sample Syllabi
 - Yearly Learning Outcomes Reports

PROGRAM OVERVIEW

The BASS was developed as an online program to meet the needs of students in rural Nevada. The program is structured on a 2+2 model designed for students who have completed an Associate's degree at GBC or elsewhere to complete their Bachelor's degree. It is a rigorous online program that gives students flexibility without compromising our institution's high academic standards.

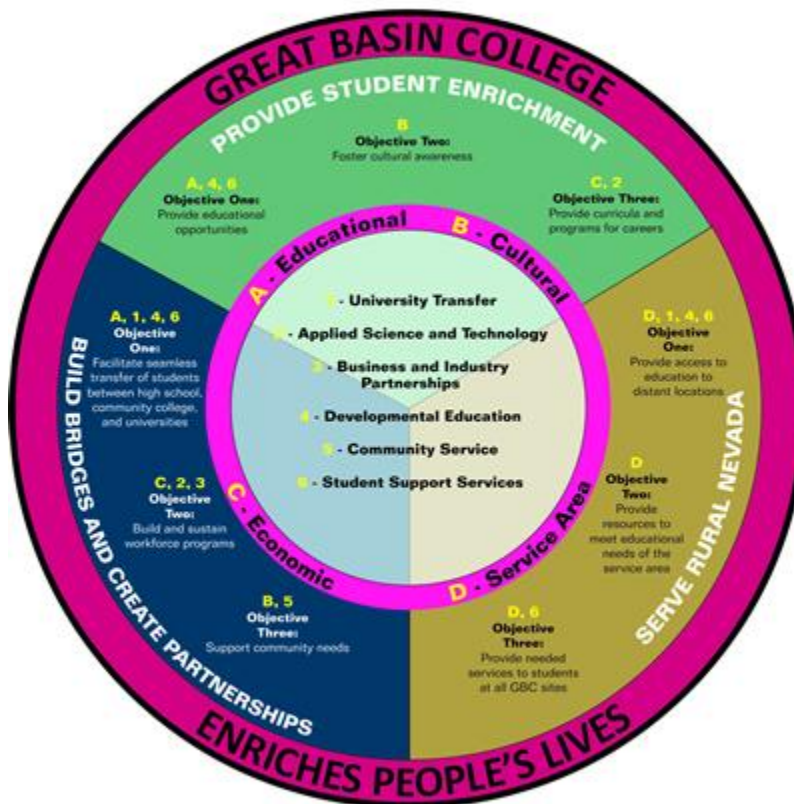
The BASS Advisory Committee, comprising five full-time program faculty, oversees the program with regular meetings and evaluation of student progress, classes, course requirements, course development, student tracking, and other program matters. A compensated program supervisor coordinates this process.

The program's declared majors more than doubled in the first five years, which has increased enrollments in upper division courses across the program's four Social Science disciplines: Anthropology, History, Political Science, and Psychology. Faculty hires over the past five years have also expanded program offerings to help students better understand the history and needs of the twenty-first century globalized world.

Mission and Institutional Alignment

The BASS contributes to GBC's core mission of "enriching people's lives by providing student-centered, post-secondary education to rural Nevada." It does this by addressing all three of the themes in this statement and the objectives identified below within each theme.

Great Basin College **ENRICHES PEOPLE'S LIVES**
by providing **STUDENT-CENTERED,**
post-secondary education to **RURAL NEVADA.**



Educational, cultural, and related economic needs of the multicounty service area are met through programs of university transfer, applied science and technology, business and industry partnerships, developmental education, community service, and student support services in conjunction with certificates and associate and select baccalaureate degrees.

1. Provide Student Enrichment: The BASS fulfills all three objectives in this theme. It (1) provides rural students educational opportunities they could not otherwise access; (2) fosters a broad national and global cultural awareness through classes in Anthropology, History, Political Science, and Psychology; and (3) it provides a curriculum that can help students move into various careers and/or move forward into graduate school.
2. Build Bridges and Create Partnerships: The BASS also fulfills all three objectives in this theme: (1) All BASS faculty teach dual enrollment courses which are

essential in facilitating the first step in a “seamless transfer of students between high school, community college, and universities”; the BASS also supports this objective by offering courses at both the upper and lower level that can easily be transferred to other institutions; (2) building and sustaining a workforce in many areas including but not limited to education, government, the nonprofit sector, private business, counseling, etc.; (3) supports community needs by working with local historic and cultural preservation organizations.

3. Serve Rural Nevada: The BASS fulfills two of the three objectives in this theme. It (1) “provides access to education in distant locations” through its online design, and it (2) “provides resources to meet the educational needs of the service area.” The online program is vital for students who cannot relocate and/or who are working while going to school because the courses are asynchronous and allow students flexibility.

The BASS also operates efficiently with other programs at the college. BASS courses are used to fulfill requirements for the Bachelor of Arts in Secondary Education, Social Studies endorsement. This supports mitigating the teacher shortage in rural Nevada. Social Science courses are also part of the college’s General Education program. Core Gen Ed areas include the Structure of Societies, American Constitutions, and Humanities objectives as well as upper-division requirements for Bachelor programs.

Program Data

Many students participate in and benefit from the BASS program. Though numbers have fluctuated, over its first five years, the program has had an average of 49 declared majors each year. Total number of graduates over the five year span is 27. Nineteen have graduated in the past three years, which is just one short of the NSHE benchmark (20 students graduated within a three-year period). Nineteen graduates over three years is an encouraging sign this early in the program’s development as that standard will not apply to the program until its tenth year. There are currently nine students in the program capstone so projections of future graduates are high.

Great Basin College Academic Program: BA Social Sciences					
Year	2016-17	2017-18	2018-19	2019-20	2020-21
Declared Majors	28	49	61	48	57
Degrees Awarded	3	5	11	5	3

Headcount
Programs: Bachelor of Arts - Social Science
Years: 2016-17, 2017-18, 2018-19 and 2 more

Academic Plan		
Year	Bachelor of Arts - Social Science	Grand Total
2016-17	28	28
2017-18	49	49
2018-19	63	63
2019-20	57	57
2020-21	57	57

AAFTE
Programs: Bachelor of Arts - Social Science
Years: 2016-17, 2017-18, 2018-19 and 2 more

Academic Plan		
Year	Bachelor of Arts - Social Science	Grand Total
2016-17	13.92	13.92
2017-18	25.00	25.00
2018-19	28.38	28.38
2019-20	27.87	27.87
2020-21	29.87	29.87

Headcount by Gender
Programs: Bachelor of Arts - Social Science
Years: 2016-17, 2017-18, 2018-19 and 2 more

Academic Plan / Gender			
Year	Bachelor of Arts - Social Science		Grand Total
	F	M	
2016-17	21	7	28
2017-18	31	18	49
2018-19	43	20	63
2019-20	41	16	57
2020-21	44	13	57

AAFTE by Gender
Programs: Bachelor of Arts - Social Science
Years: 2016-17, 2017-18, 2018-19 and 2 more

Academic Plan / Gender			
Year	Bachelor of Arts - Social Science		Grand Total
	F	M	
2016-17	10.27	3.65	13.92
2017-18	14.83	10.17	25.00
2018-19	19.02	9.37	28.38
2019-20	19.70	8.17	27.87
2020-21	23.03	6.83	29.87

Headcount by Gender
Programs: Bachelor of Arts - Social Science
Years: 2016-17, 2017-18, 2018-19 and 2 more

Academic P..	Iped's Ethni..	Year				
		2016-17	2017-18	2018-19	2019-20	2020-21
Bachelor of Arts - Social Science	2 or More R..	2	3	4	1	1
	American In..	3	2	5	3	3
	Asian		2	1	1	1
	Black	1	5	3	8	7
	Hispanic	1	6	10	11	8
	Pacific Islan..	1	3		1	1
	Unknown	1		2	2	2
	White	19	28	38	30	34
Grand Total		28	49	63	57	57

AAFTE by Ethnicity
Programs: Bachelor of Arts - Social Science
Years: 2016-17, 2017-18, 2018-19 and 2 more

Academic P..	Iped's Ethni..	Year				
		2016-17	2017-18	2018-19	2019-20	2020-21
Bachelor of Arts - Social Science	2 or More R..	1.12	1.83	1.80	0.90	0.20
	American In..	1.80	1.90	2.50	1.60	1.20
	Asian		0.80	0.20	0.20	0.70
	Black	0.83	2.23	0.90	3.23	4.13
	Hispanic	0.40	2.55	4.87	6.23	2.80
	Pacific Islan..	0.90	1.40		1.00	0.70
	Unknown	0.20		0.62	0.97	0.80
	White	8.67	14.28	17.50	13.73	19.33
Grand Total		13.92	25.00	28.38	27.87	29.87

As illustrated by the tables above, the BASS grew significantly between its first and second years and has continued steady growth since. The only year with declining numbers came when we experienced a welcome spike in graduations demonstrating the success of the program. Full-time reporting indicates that roughly half of all BASS students pursue their degrees on a part-time basis. This is consistent with observations made during advising. We are also right on our projection for FTE after five years. It was anticipated that we would have the equivalent of 29 MAJORS and we are at 30. The BASS program also serves a significant number of female, Hispanic, Black, and Native American students.

Student Success and Satisfaction

The BASS measures student success according to four program outcomes. Upon completing the program students will be able to:

1. Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions.
2. Synthesize information effectively in oral and written form.
3. Demonstrate comprehension of how the core social science disciplines—anthropology, history, political science, and psychology—approach the analysis of human social behavior.
4. Apply concepts and methods to an original professional study in social science.

Each outcome is assessed once in the review cycle. Completed annual outcome assessments are provided in the appendix of this report. Student achievement in the first five years of the program met and exceeded benchmarks for success. The BASS program has also anecdotally demonstrated student success in terms of student leadership. One of the program's outgoing graduates received GBC's prestigious President's award, and one of its incoming majors is currently the GBC SGA President.

All evidence also points to high student satisfaction with the program. In surveys conducted by the college six months after graduation, BASS graduates reported very high rates of satisfaction with their education in all four of the program's core objectives. 78% reported themselves "very satisfied" and 22% "satisfied" with their skill in objective 1; 89% reported "very satisfied" and 11% "satisfied" with objective 2; 78% reported "very satisfied" and 22% "satisfied" in objective 3; and 67% "very satisfied" and 33% "satisfied" in objective 4. No students have reported anything less than "satisfied" with their learning in any of the objectives, meaning that none of them reported feeling "very dissatisfied," "dissatisfied," or "neutral," as those were the other options in the survey. See tables below for a more detailed breakdown of results.

Graduate 2018-2019

SurveyMonkey

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions.	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6	4.67
Synthesize information effectively in oral and written form.	0.00% 0	0.00% 0	0.00% 0	16.67% 1	83.33% 5	0.00% 0	6	4.83
Demonstrate comprehension of how the core social science disciplines-- anthropology, history, political science, and psychology-- approach the analysis of human social behavior.	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6	4.67
Apply concepts and methods to an original professional study in social sciences.	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6	4.50

	VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED	DOES NOT APPLY	TOTAL	WEIGHTED AVERAGE
Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	5.00
Synthesize information effectively in oral and written form.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	5.00

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Graduate 2017-2018

SurveyMonkey

Demonstrate comprehension of how the core social science disciplines-- anthropology, history, political science, and psychology-- approach the analysis of human social behavior.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	5.00
Apply concepts and methods to an original professional study in social sciences.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 3	0.00% 0	3	5.00

Student satisfaction with the BASS is also evident in what students have to say about the program. For example, in the GBC 2018-2019 graduate survey one commented “The Social Science Department at GBC is excellent. I experienced more growth during my time in the program at GBC than I did at a larger state university. Dr. Jonathan Foster, Dr. Laurie Walsh, and Dr. Stephanie Davis are amazing instructors.”

Recruitment Approaches

The BASS program has been marketed very generally as part of GBC’s marketing and recruitment strategies. However, the BASS has not been the subject of a professionalized marketing strategy by the institution. BASS program faculty regularly produce informational materials and attend college recruiting/job fair events to promote the program.

STRENGTHS, CHALLENGES, AND GOALS

Strengths

In addition to the above demonstrated strengths in growing enrollment, student success, and student satisfaction, all of which indicate highly effective instruction, the BASS program has several other strengths worth highlighting.

One of the great strengths of GBC’s BASS program is its interdisciplinary nature. We are staffed by five full-time instructors representing four fields of inquiry: Anthropology, History, Political Science, and Psychology. The interdisciplinary nature of the program reflects the interdisciplinary nature of twenty-first century scholarship. This quality also increases students’ academic adaptability as they immerse themselves in course content that is less familiar to them than would be the case in a traditional major. This learned adaptability translates to the professional world and graduate school. Furthermore, the program’s interdisciplinary approach prepares students for a wide range of careers and opportunities after graduation. Instead of being pigeon-holed into one disciplinary path, our students are uniquely equipped to enter the workforce or pursue further training in any number of professional and academic fields.

The Social Science Department has strategically hired faculty with a breadth of knowledge and specializations that compliment the program’s goals. Currently BASS faculty offer wide ranging upper-division courses that address society on the individual, local, regional, national, international levels. These include Anthropology courses such as “Great Basin Indians” and “The Origins of Inequality,” History courses such as

“American Environmental History” and “Worlds of Islam,” Political Science courses such as “Public Opinion and Political Behavior” and forthcoming courses on global issues and peace studies, and Psychology courses such as “Motivation and Emotion,” and “Social Psychology.” This broad expertise gives the department the ability to offer a broad range of courses that prepare students to understand their place individually, and the place of rural Nevada specifically, in the context of the larger world.

A third strength is the program’s ability to provide high quality instruction at an affordable price. Best Accredited Colleges ranks the program as the 23rd best Social Sciences program in the nation. No other program in the top 40 offers comparable value at a similar cost. Tuition for GBC’s BASS program is \$3,248 per year. The average of all other programs in the top 40 is \$11,857, and the next closest in cost is the 31st ranked BA in Social Sciences program at The University of West Florida, which costs \$5,776 per year. In other words, GBC’s BASS program delivers top 40 value (top 25 actually) at roughly one quarter of the average price, and its costs to the student are about 45% less than its lower-ranked closest competitor.¹

A fourth program strength is its flexibility. The BASS is an online program designed to meet the needs of nontraditional students who live in various locales across Nevada and elsewhere, and who lead very busy lives. The program reaches students in diverse rural Nevada places such as Alamo, Moapa, and Gabbs, not to mention the rarer ranch setting; these students would otherwise not have access to Bachelor level education. The majority of students have families, jobs, and multiple life obligations, and asynchronous online delivery provides needed flexibility to complete a Bachelor of Arts degree.

Fifth, the program is made up of “homegrown” online courses. An important characteristic of the BASS degree is the nature of upper-division online courses. Faculty design robust courses for diverse topics that include faculty made video lectures, various types of discussion boards, reading and written assignments, films, web resources, and exams, for example. Faculty use various modalities in the learning platform system to creatively use elements such as group work, groups discussions, and presentations. As well, faculty use discussion boards for a wide range of purposes. For example, in one case, in lieu of a research paper, throughout the semester students found examples of art found in other societies, provided scholarly-based background for that art, and shared that with classmates in discussion boards. In this way students were exposed to far more art than would otherwise be possible and they had the fun of

¹ “Best Bachelor’s Degrees in Social Sciences,” Best Accredited Colleges, October 20, 2021, <https://bestaccreditedcolleges.org/degrees/bachelors-degrees-in-social-science.html#wo>.

seeing what their classmates were finding. BASS faculty continuously strive to create interesting, challenging, and creative online and homegrown classes.

A sixth and final strength worth highlighting is the BASS capstone (INT 496). Taken at or near the close of a student's Bachelor program, the capstone provides a student with multiple opportunities: to create a research project in a subject of interest, to demonstrate research skills in designing a project (i.e., a literature based or original data study), and to demonstrate analysis, writing and presentation skills. Students work with the program supervisor and other faculty to develop ideas and approaches to a subject. At the close of the semester, capstone students present their findings in an open setting where faculty, administrators, and other students can attend and ask questions of the presenter. The capstone presentations are a celebratory moment for BASS faculty as we see our students bring their learning to the fore in interesting ways. A few titles will provide an idea of the range of subjects:

“Conservative Support of Comprehensive Sexual Education in Rural Nevada”
“Finding the Place of Belonging: Five First-Generation Japanese Immigrant's Biographical and Anthropological Study on Their Acculturation Process”
“Exploring the Advantages of Virtual Reality over Vivo Exposure for the Treatment of Specific Phobia”

The capstone is a course that students find daunting but in the end they have the satisfaction of a major accomplishment, and it truly does “cap” the Bachelor's experience.

Challenges

Organization:

During the program's first years, it relied heavily on the larger college to maintain and keep important records. Turnover and changes in college policies have revealed the vulnerabilities associated with this kind of approach. Tracking students, forms, and progress toward graduation has sometimes proven difficult. In order to address this problem, the program has recently centralized digital record keeping by creating its own central GBC computer drive. This drive includes a tracking form for advisement, files on individual students (catalog year, courses completed, contact information, etc.) and program forms and handbooks. Other organizational challenges include a need to work with administration to revise the Degree Audit Report so that it accurately reflects the progress and needs of students in the program, and a need to develop a more effective method for tracking program graduates.

Community:

A sense of community is an important element of student success and retention. As an online program with geographically diverse enrollment, it is challenging to create a strong sense of community among BASS majors.

Recommendations and Planning Goals

Heading into the next five years, we hope to build on the strengths of the program and effectively address the challenges we face. Toward these ends, we offer the following recommendations:

- To address issues with organization and tracking:
 - Continued use and expansion of materials available in the shared drive
 - Coordinating with Admissions and Records to revise the Degree Audit Report so that it tracks progress more effectively
 - Developing a department-driven method for tracking graduates
 - Continued improvement of application and advising procedures
 - Working with administration to address full-time faculty needs; workload; low-enrollment and course cap concerns; professional marketing strategies; barriers to program growth; and impacts on student experience resulting from these issues.
- To foster a greater sense of community:
 - Organizing Orientation Meetings in the Fall via Zoom so faculty and students can meet
 - Using Zoom to invite students to gather at significant events, such as capstone presentations
 - Promoting and supporting student participation in The Phi Theta Kappa Honor Society GBC Chapter
- For general improvement:
 - Develop 300-level courses in all program areas to provide more elective variety for BASS and other GBC students. This will also facilitate transfer credits between NSHE institutions.
 - Develop 400-level Political Science courses that address larger global issues.

We believe the program has, in its first five years, demonstrated its viability and value, and we intend to pursue opportunities and resources that will grow the program and better serve our students.

APPENDIX
Sample Syllabi
Learning Outcomes Reports

BASS Program Review

I appreciate the opportunity to evaluate this program. It is a credit to Great Basin College, and the faculty in particular are to be commended. This is an excellent program that meets several needs, and does it very well. The Bachelor of Arts in Social Science enables students throughout Nevada to complete a rigorous interdisciplinary degree online. The offerings in Anthropology, History, Psychology, and Political Science provide students with a well-rounded curriculum. The classes are varied and creative, reflecting the faculty's commitment to challenging and interesting courses.

Great Basin College was created because Elko was so far away from four-year universities. For more than half a century, it has met community and regional educational needs. This program fits with GBC's long-standing mission. It also prepares students by helping them gain the skills needed to be successful in the twenty-first century: Understandings of critical thinking, technology, and global issues that affect everyone regardless of where they live.

This program already enjoys support from its students, who have demonstrated their appreciation for it. It can and will improve as GBC grows and hires more faculty to offer courses that will make the BASS offerings even more diverse. Further, the faculty advisory committee is well aware of ways to improve the BASS program now, and is working to implement them. Their enthusiasm is clear and deeply beneficial to their students and their institution.

Michael Green, PhD
Associate Professor of History
UNLV

APPENDIX
Sample Syllabi
Learning Outcomes Reports

ANTH 406 Sec 1001
Art in Small-Scale Societies
Online, 3 credits
Spring 2022

Professor Laurie Walsh, PhD



Dr. Laurie A. Walsh
CDIT 124, Elko Campus
Email through WebCampus
Phone: 775.327.2257
Office Hours: W 9-12, 1:30-3:30
Or by appointment

COURSE DESCRIPTION: This course focuses on the “traditional” production and meaning of art in small-scale societies as well as the changes that occur with colonization and globalization among select groups from locations such as Africa, New Guinea, Australia, North and South America and the Pacific Islands. Prerequisite: Anth 101 or Anth 201 or Geog 106.

ADDITIONAL DESCRIPTION: This course explores the nature of art as a dimension of the human experience. Although humans must meet the pragmatic and necessary requirements for survival—food, shelter, reproduction—there are many important parts of human life that go far beyond these needs. Throughout human history, people have left behind evidence of their desire to creatively express themselves in ways that vary from the mundane to the sublime. Just a few examples include ritual or religious objects, decorated tools, rock art, jewelry, paintings, carvings and sculpture, body decoration, tattooing, clothing, music and musical instruments, cultural performances, and much more. Art is produced in every society. This course examines the cultural contexts of different groups and how these people produce and consume art, and it explores the different modes of production, meanings, and symbolism found in different cultural contexts, including those transformed by contact. We will move through the course by exploring the anthropological approach to art and then move on to the early signs of art in human history, ethnographic case studies, and finally to contemporary issues related to colonialism, globalization, museum practice, and markets.

REQUIRED BOOKS AND OTHER RESOURCES:

1. *Native North American Art* 2E by J. Berlo and R. Phillips, 2015 Oxford University Press. ISBN 9780199947548

2. Additional book--choose ONE of these books (purchase on amazon or another source):

These choices are novels so editions do not matter nor do versions—Kindle or print.

1. *The Only Good Indians* by Stephen Graham Jones 2020
2. *Potik* by Patricia Grace 1987
3. *Split Tooth* by Tanya Tagaq 2018
4. *There There* by Tommy Orange 2018

3. Select videos, recorded lectures, and other required materials are located in WebCampus modules.

WEBCAMPUS AND ONLINE EXPECTATIONS:

This online course is organized by weekly modules. It is expected that all students have the technological skill and computer/internet capacity to complete tasks and course requirements. It is expected that any student, located near or far (i.e., in another state or further), can access the course and the materials required to complete the course including the GBC library resources, the GBC bookstore, the Academic Success Center, testing requirements such as proctoring, conferences with instructors or other staff, and the like. Online courses

allow for great flexibility and access to education from many different locations, but every student is responsible for meeting course requirements.

COURSE GOALS AND METHOD OF INSTRUCTION

Learner Objectives	Measurement
Understand the nature of art from a cross-cultural, anthropological perspective.	Exams 1 and 2
Understand and analyze recent forms of creative expression and issues faced by native people including such issues as museum practice and colonialism.	Exam 3
Research select pieces of art/creative expression outside of North America.	MPPs 1-5
Analyze a contemporary example of indigenous literature.	"NonWestern" Novel Analysis
METHOD OF INSTRUCTION	
ANTH 406 is an online course that is organized around weekly learning modules that contain instructions for readings, web materials, films, and instructor lectures. (narrated videos). Understanding of course materials is assessed in discussion and exams. The research paper provides opportunity for growth in writing and accessing scholarly sources.	

REQUIRED WORK AND GRADING: Reading assignments and course materials can be found in WebCampus under the weekly modules. Specific instructions for required work can be found in WebCampus.

Required work:

1. Mini Project Posts: 5 are required, 35 pts eac; 175 pts total
2. Exams: 3 are required, 75 pts each; 225 pts total.
3. Book Reflection: 75 pts.

There is a total of 475 points available. No extra credit is provided. Below is the grade scale for all assignments and final grades along with the relative weight of course requirements.

Grade Scale	
NOTE: Percentages are not rounded up or down for final grades.	
92-100% = A	72-77.99% = C
90-91.99% = A-	70-71.99% = C-
88-89.99% = B+	68-69.99% = D+
82-87.99% = B	62-68.99% = D
80-81.99% = B-	60-61.99% = D-
78-79.99% = C+	59.99 and below F

Relative weights		
Assignment	Points	Percent
MPPs (5)	175	32
Exams (3)	225	47
NonWester Novel Analysis	100	21
Total	475	100

I will make every effort to have assignments graded within 7 days. But please note that some weeks are busier than others (as you well know!) and it may take a few days longer. If you notice that an assignment has not been graded in a reasonable time, please let me know as soon as possible. Things do sometimes slip by as you well know! :^)

GRADE APPEALS FOR ASSIGNMENTS/EXAMS: If you feel that a grade has been issued that is unfair or simply incorrect, please let me know within 7 days after an assignment or exam has been graded. Let me know specifically what the issue is and why the score should be modified. For example, if an exam question is confusing or inaccurate, identify why and exactly where in course materials the correct information is located (i.e, X book on pg 125 it says Y).

GRADE EXPECTATIONS AND PROACTIVE LEARNING: A little bit of insight about grades. Grades are not reflections of how hard you work, your value as a human being, or your intelligence. Grades do not reflect your work effort, they reflect your engagement with the material,

your willingness to go beyond the basics of what is asked of you, and your ability to absorb and apply ideas. Below are the general expectations for grades in this class.

A learner who earns an A has demonstrated exceptional competence. She or he shows the ability to apply principles innovatively in ways that surpass what was outlined in the book or class. These learners have a capacity to develop ideas in insightful ways. In other words, these learners have taken on the material, thought about it, and expanded on ideas and theories in interesting and insightful ways.

A learner who earns a B demonstrates good competence by showing their ability to absorb concepts and to interpret them meaningfully. These learners have the capacity to clearly develop ideas. In other words, these learners take on the material and integrate ideas in a meaningful way.

A learner who earns a C shows their satisfactory ability to understand concepts and principles, but their application of the materials does not move beyond repeating the facts outlined in class and the textbook. In other words, these learners have understood the basics of course material.

A learner who earns a D has a frequent inability to show competence and has a very limited understanding of the subject matter and/or demonstrates a lack of commitment to follow instruction. In other words, these learners have understood some of the basic course material.

A learner who earns an F has failed to meet the minimum requirements of the course.

IMPORTANT COURSE INFORMATION

INSTRUCTOR WITHDRAWAL: Because participation is a very important factor in student success, students missing two assignments of any kind may be withdrawn from the course. Students who have not logged on and accessed course materials for 7 days may be withdrawn as well.

CIVILITY IN THE ONLINE CLASSROOM (“Netiquette”). Students are expected to be professional, respectful and civil in all communication including conversations/emails, discussion posts, written assignments, exams, and other classroom activities. Disrespectful, aggressive, demeaning, hostile, or otherwise inappropriate language directed at another class member, the instructor, or other participants in class will *not* be tolerated at any level. This kind of behavior creates an environment that is hostile to the instructor and students, and inhibits student learning and teaching. If such a situation emerges, the instructor may choose to deal with the situation in class or (at my discretion) seek out alternative intervention. In the latter case, the Office of Student Services and/or the Office of Environmental Health, Safety, and Security will be contacted. Disruptive behavior such as this may result in a failing grade for the activity/assignment, removal from the course, or a failing grade for the course.

Discussion of grades between students in the WebCampus environment is inappropriate and strongly discouraged as it can be invasive, intimidating, and disruptive to the class and learning. No student is obligated to respond to inquiries about performance from another student.

USE OF PROPER LANGUAGE: Communication (written or oral) in conversations/emails, discussion posts, assignments, exams, and other classroom activities should reflect standard grammar (complete sentences, proper capitalization and punctuation, etc.) and professional language (not slang). In short, avoid using “text messaging” types of communication!

REQUIRED SKILL LEVEL AND TECHNOLOGY: Students are expected to possess the skills to perform the basic computer functions necessary for class including: using a common word processing program, accessing GBC library resources, recording videos/audios, streaming, uploading documents into WebCampus, accessing feedback in WebCampus. The Online WebCampus Orientation can help you learn to navigate WebCampus. Call 753.2167 for information.

Students are expected to have access to a computer that is sufficiently powerful to run the WebCampus platform. The lack of adequate technology (the computer!) on your part is not a valid reason to request extensions on deadlines! Students are advised to have access to a backup computer, or at least know where a backup can be located (your local library or local GBC campus lab, for example). If you live in an area with unreliable internet, do your work early!

Super rural students—ranches, mining sites, tiny towns—especially take care in planning ahead!
That said, we are rural so if something big happens (and it does) let me know!

CONTACTING THE INSTRUCTOR: I will respond to emails or phone calls M-Th 9-4., usually within 24 hours. I will not respond during the evening, weekends or holidays. You need to be aware that online courses are meant to provide you with an opportunity to do courses any time, but I am not available 24/7. If you do not get an email from me, please write me again!!! Sometimes emails get “buried” in the list!! If you have an issue that needs to be addressed immediately please call my office during the week. And keep calling!

NOTE: students sometimes communicate late in the evening or on the weekends, very often to ask a question about an assignment or to ask for an extension. This is not a good strategy and my lack of a response does not provide an excuse. You need to communicate as instructed above.

ACADEMIC HONESTY AND INTEGRITY: GBC students should strive to behave ethically which means each student takes personal responsibility for all aspects of her or his education. Cheating and/or plagiarism will not be tolerated and may result in a failing grade for the course. Cheating includes behaviors such as having someone else do your work, copying other’s work from internet sources, purchasing papers online, using unapproved technology during exam situations, talking to one another during an exam, falsifying bibliographic sources or data on an assignment, and so on.

Plagiarism, according to Webster’s, is the practice of stealing or passing off the work or ideas of others as one’s own. Examples of plagiarism include copying directly from your textbook, copying material from another student, failure to cite the sources of the ideas presented in research papers and on web sites. Failure to cite properly, failure to paraphrase properly (by restating material in your voice using your words), using ideas that are not yours, using data that are not yours are also forms of plagiarism. Buying or downloading research papers (whole or in parts) written by another is another form of plagiarism. Student work may be screened through plagiarism software.

Recycling is plagiarism. Using work you have done in one class for work in another class is known as “self-plagiarism” and can be a form of cheating, depending on the course. In this course recycling material from other classes is not allowed.

Any incidents of student misconduct involving cheating or plagiarism will be reported to the Vice President of Student Services and may result in a zero for the assignment and/or failure of the course. A student who has earned an F due to cheating or plagiarism or another form of misconduct will be assigned an F grade prior to the completion the semester. In the event a student withdraws from the course subsequent to confirmed evidence of cheating or plagiarism, the instructor will override the W and assign an F for the course. See the GBC catalog for further details.

In accordance with Social Science Department policy, such misconduct will be reported to the Vice President of Student Services and/or the Director of Security, and a student may receive a failing grade for the assignment, withdrawal from the course, failure for the course, or be subject to other disciplinary action. Please see the GBC catalog for information about student misconduct.

LATE WORK POLICY: No late work will be accepted except in the case that EXTRAORDINARY (i.e., hospitalization of the student, a death in the family, earthquake, etc.) circumstances that warrant rescheduling. The student and Dr. Walsh will work out an appropriate solution. Computer problems, travel plans, work schedules, minor illnesses and the like are not extraordinary circumstances! If you have a serious emergency you need to call me asap. If your life circumstances interfere with your ability to meet course requirements, you might consider withdrawing.

NOTE: An excessive number of requests for deadline extensions and repeated failure to submit assignments by posted deadlines is deemed a problem of student conduct. As such, the student’s conduct will be reported to the office of the Vice President of Student Services. Failure to meet deadlines can result in a failing grade for the assignment, withdrawal from the course, or failure for the course.

ATTENDANCE POLICY: As an adult, it is up to you to “come” to class. If you have made travel arrangements or will be out of town on business during the course, for example, it is up to you to be sure you have internet access so that you meet deadlines. You need to plan ahead. Students who have missed two assignments or have no logged on and accessed course materials for 7 days may be withdrawn.

LAST DATE TO WITHDRAW: in order to receive a “W” instead of an “F” students must drop the course by midnight April 7. Students are responsible for dropping courses. You do not need instructor permission. This is mandated by GBC policy, and I know I would rather see you withdraw than be forced to award an F. And just so you know, “Ws” happen! Don’t worry, but don’t make a habit of it!! :^)

CAMPUS SECURITY: GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security 775.327.2354.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-327.2336. In the event serious medical issues should arise during the semester, please contact the Student Disability Office immediately to inquire about options.

This course is designed to be compatible with most universal screen readers. If you are a student needing video and/or audio captioning, GBC's Disabilities Office will provide captioning for you in this course.

HOW TO SUCCEED IN AN ONLINE COURSE:

1. Set up your CANVAS communication so that you receive emails and notices in places you check often— Facebook, cell phone, etc. And then read those communications!
2. Read the course syllabus completely and with care.
3. Work the modules!! Access each part of the weekly learning module and do required work. Look ahead to future weekly modules to see what the future holds.
4. Read the instructions for any given assignment or exercise very carefully. Follow directions!!! Most of the time, low scores are a result of not following the directions.
5. Lastly, take command of your education—be proactive, be engaged, stay one step ahead of the eight-ball. In short go for it! Dig in and dig deep!! :^)

ONLINE CONVENTIONS:

1. This is **not** a self-paced course, you do assigned work when it is assigned; no exceptions. Yup, sometimes life gets in the way, so plan ahead. **Assignments, and discussions will not be re-opened after they close. Do not ask for this. It is unfair to other students!!**
2. Discussion post text is placed within the box provided—do not attach a file. I suggest you write your post in Word and then copy it into the discussion box so you have a backup.
3. For other assignments, you need to provide **MS WORD** documents so that I can open them. If I can't open it, I can't grade it.
4. It is expected that you, the student, are the one taking quizzes, writing and submitting written work, and communicating with the instructor and other students.



History 441-1001
American Environmental History
Fall Semester, 2018
3 Credits

GBC Syllabus

Instructor Information

Instructor: Jonathan Foster, Ph.D.

Office: DCIT 127

Phone: (775) 753-2128

Email: Please use the WebCampus Inbox to send messages to your instructor.

Office Hours: Tuesday 9:00 a.m. to 1:00 p.m. and Thursday 4:00 p.m. to 5:00 p.m. or by appointment

Class Schedule & Location: Fall term, Aug. 27-Dec. 14, Web-Based

Course Catalog Description

Explores the relationships between human beings and the physical environment on the North American continent. Examines how different cultural groups have used and transformed the continent. Examines the ebb and flow of environmental consciousness from its roots in the nineteenth century to the rise of environmentalism in the twentieth century.

Prerequisite: Must have completed 40 or more credits including one lower-division HIST course or instructor approval.

Expanded Course Description

This course is designed to provide students with a broad yet in-depth introduction to the field of American Environmental History. It will address the historiography of the field and the history of Americans' interaction with the natural world. Thus, in this course, we will explore how the physical environment has shaped human society, how humans have perceived and shaped the natural environment, and how historians have analyzed this relationship between humans and the physical environment.

Required Textbooks & Materials

Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang, 2003. ISBN: 978-0809016341

Hurley, Andrew. *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana, 1945-1980*. Chapel Hill: University of North Carolina Press, 1995. ISBN: 978-0807845189

Jacoby, Karl. *Crimes Against Nature: Squatters, Poachers, Thieves, and the Hidden History of American Conservation*. Berkeley: University of California Press, 2014. ISBN: 978-0520282292

Steinberg, Ted. *Down to Earth: Nature's Role in American History*. 3rd Edition. Oxford: Oxford University Press, 2012. ISBN: 978-0199797394

*additional readings will be posted and/or linked online

Method of Instruction

This is an online course but **is not a self-paced course**. Students must follow the course schedule and all listed deadlines. Content modules will open on posted dates, and will not be opened early. Students will gain information from reading the required book and posted documents, viewing lectures and videos, participating in discussions and conducting research. Lectures are frequently provided online to accompany readings, emphasize main themes, and present students with additional information. However, lectures do not cover all material in assigned readings. Students are responsible for all material presented in assigned readings, lectures, videos, and discussions. All assignments will be submitted online.

Technology Requirements

As this is an online course, students must have dependable access to a computer and an internet connection capable of running the WebCampus learning platform. Students will be required to download and view video, .docx, and .pdf files. Students will be required to upload .doc, .docx, or .rtf files. Also, students will need access to a microphone, as the submission of an audio presentation is required. It is the student's responsibility to meet all technology requirements of the course. Students experiencing problems with technology should contact the GBC Helpdesk (775-753-2167).

It is always recommended to use the most up-to-date versions and better connections. WebCampus will still run with the minimum specifications, but you may experience slower loading times. Learn more about [browser requirements](#).

Setting up Profile & Notifications

One of the most important things you can do to improve communication in the course between you, the instructor and other students in the course is setting up your Profile and Notifications. Do this by clicking on Account: Settings and Navigation.

Participation & Attendance

Preparation for class means reading the assigned readings and reviewing all information required for that nodule. *Attendance* in an online course means logging into WebCampus on a regular basis, usually at least once per day, and *participating* in the all of activities that are posted in the course. *Participating* in the discussion means reading others posts, posting your initial message usually by no later than the Thursday of the module's last week to to allow others time to read and respond to your message, and responding to the specified number of class members by the assignment's deadline.

Learning Outcomes

Upon completion of this course, students should be able to:

- Identify the influence of the natural environment on the events and trajectory of American History.
- Identify and analyze changing conceptualizations of the environment held by the American people over time and the influence of these ideas on American society.
- Identify and define Environmental History as a field of historical inquiry.
- Conduct research, develop arguments based on evidence, synthesize written material, and communicate one’s ideas clearly through writing.
- Analyze and evaluate arguments presented in secondary source material.
- Express ideas and arguments clearly in verbal format.

Learning Outcome	Measure
Identify the influence of the natural environment on the events and trajectory of American History.	Exam (selected questions) and/or Discussions (selected questions)
Identify and analyze changing conceptualizations of the environment held by the American people over time and the influence of these ideas on American society.	Exam (selected questions) and/or Discussions (selected questions)

Identify and define Environmental History as a field of historical inquiry.	Exam (selected question)
Conduct research, develop arguments based on evidence, synthesize written material, and communicate one's ideas clearly through writing.	Research Paper
Analyze and evaluate arguments presented in secondary source material	Book Reviews and Documentary Review
Express ideas and arguments clearly in verbal format	Presentation

Course Requirements

Students are expected to complete all assignments. This means that the student should complete the assigned readings, view lectures and videos, and submit assignments in accordance with the schedule listed in this syllabus and in each module. Assignments must be submitted by posted deadlines. Assignments for this course include one exam, three book reviews, one documentary film review, one research paper and related assignments, one presentation, and four online discussions.

Book Reviews: Students will submit reviews of three of course's assigned books. Please refer to the "Book Review Instructions" posted on the "Course Handouts" page for detailed instructions.

Documentary Film Review: Students will submit a review of a documentary film. Please refer to the "Documentary Review Instructions" handout for additional information.

Discussions: Students will participate in four online discussions based on assigned course materials. Additional information is available in each discussion and on the "Discussion Guide" handout.

Research Paper: Each student will prepare a research paper based on primary and secondary sources. Students must also submit a number of research paper related assignments. These include a general topic selection and annotated bibliography. Please refer to the "Research Paper Instructions" posted the "Course Handouts" page for detailed information regarding the paper and associated assignments.

Presentation: Each student will prepare a presentation based on their research paper. Please refer to the “Research Paper Presentation Instructions” posted on the “Course Handouts” page for detailed instructions.

Exam: Students are required to take one exam. The exam is accessed through the course’s WebCampus site, but must be completed under the supervision of a proctor (please see exam proctoring policy in this syllabus for additional information). The exam consists of identification, short answer, and essay questions.

Assignment Point Values

Course Assignment	Points	Percent of Overall Grade
Exam	100	25 percent
Book Reviews	75 (25 points each)	18.75 percent
Documentary Film Review	25	6.25 percent
Discussions	40 (10 points each)	10 percent
Research Paper Topic	5	1.25 percent
Annotated Bibliography	35	8.75 percent
Research Paper	100	25 percent
Presentation	20	5 percent

Grading

Grading will be based on percentage earned of a total of 400 points. Assigned grades will be based upon standard percentages. Percentages with decimals of .5 or greater will be rounded to next whole number. Percentages with decimals of .4 or less will not be rounded to next whole number:

Grading Standards

Grade	Range
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59% and below

There will be no negotiation of grades.

Course Schedule (subject to revision as necessary)

Module 1: Introduction to American Environmental History

Aug. 27-Sept. 1

Required Readings: All readings posted in Module 1's "Readings" content page. Begin Cronon's *Changes in the Land*.

Required Lectures: All lectures posted in Module 1's "Lectures" content page.

Graded Assignments:

Introduction Post (Extra Credit. Due by 11:59 p.m. Sept. 1).

Module 2: American Environmental History to 1783

Sept. 2-22

Required Reading: All readings posted in Module 2's "Readings" content page; Steinberg chapters 1-2; complete Cronon's *Changes in the Land*.

Required Lectures: All lectures posted in Module 2's "Lectures" content page.

Graded Assignments:

1. Discussion 1: First post due by 11:59 p.m., Sept. 20. Second post due by 11:59 p.m. Sept. 22.
2. Book review of Cronon's *Changes in the Land* due by 11:59 p.m. Sept. 22.

Module 3: American Environmental History 1783 to 1865

Sept. 23-Oct. 6

Required Reading: All readings posted in Module 3's "Readings" content page; Steinberg chapters 3-6; begin Jacoby's *Crimes Against Nature*.

Required Lectures: All lectures posted in Module 4's "Lectures" content page.

Graded Assignments:

1. Research Paper Topic due by 11:59 p.m. Oct. 1.
2. Discussion 2: First post due by 11:59 p.m., Oct. 4. Second post due by 11:59 p.m. Oct. 6.

Module 4: American Environmental History 1865 to 1945

Oct. 7-Nov. 3

Required Reading: All readings posted in Module 4's "Readings" content page; Steinberg chapters 7-12; complete Jacoby's *Crimes Against Nature*.

Lectures: All lectures posted in Module 4's "Lectures" content page.

Graded Assignments:

1. Research paper annotated bibliography due by 11:59 p.m. Oct. 6.
2. Discussion 3: First post due by 11:59pm, Nov. 1. Second post due by 11:59 p.m. Nov. 3.
3. Book Review of Jacoby's *Crimes Against Nature* due by 11:59 p.m. Nov. 3.

Module 5: American Environmental History 1945-Present

Nov. 4-Dec.1

Required Reading: All readings posted in Module 5's "Readings" content page; Steinberg chapters 13-16; complete Hurley's *Environmental Inequalities*

Lectures: All lectures posted in Module 5's "Lectures" content page.

Graded Assignments:

1. Discussion 4: First post due by 11:59 p.m., Nov. 22. Second post due by 11:59 p.m. Nov. 24.
2. Review of Hurley's *Environmental Inequalities* due by 11:59 p.m. Dec. 1.
3. Documentary Film Review due by 11:59 p.m. Dec. 1.

Module 7: Research Paper, Presentation, and Exam

Dec. 2-Dec. 14.

Required Reading: None

Lectures: Presenting Your Work

Graded Assignments:

1. Research Paper due by 11:59 p.m., Dec. 5.
2. Research Paper Presentation due by 11:59 p.m., Dec. 7.
3. Final Exam due by 11:59 p.m. Dec. 14.

Bibliography of Study & Writing Guides

Students might find any of the following works useful in this and other history courses:

Benjamin, Jules R. *A Student's Guide to History*. 12th Ed. Boston: Bedford/St. Martins, 2013.

Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd Ed. New York: W.W. Norton, 2014.

Strunk, William and E.B. White. *The Elements of Style*. 4th Ed. Boston: Allyn and Bacon, 2000.

Storey, William Kelleher. *Writing History: A Guide for Students*. 4th Ed. New York: Oxford University Press, 2012.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7th Ed. Boston: Bedford/St. Martins, 2012.

The following websites might also be of use:

Purdue Owl Online Writing Lab. <https://owl.english.purdue.edu/owl/>

The University of North Carolina at Chapel Hill, "The Writing Center." <https://writingcenter.unc.edu/handouts/>

Class Policies & Statements

Course Recording and Reproduction Statement

No portion of the course may be recorded or reproduced in any manner without the instructor's written permission.

Campus Security Statement

GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security ([775.753.2115](tel:775.753.2115)) or the Vice President for Student Services ([775.753.2282](tel:775.753.2282)).

Accommodations for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271. A link to the Disability Services Office is provided on the course's homepage.

Email Response

Although I check emails frequently, I am not online constantly. Therefore, you should not expect instantaneous responses to all questions at all hours. I will try to respond to all emails within 24 hours, Monday through Friday. If, by chance, you do not receive a reply within 24 hours, please resend your email. Typically, I do not respond to emails before 9 a.m., after 5 p.m., on weekends, or on holidays.

Missed and Late Assignments

All assignment deadlines and due dates are listed in the “Class Schedule” section of the syllabus. It is the student’s responsibility to compete and submit all assignments by the deadlines listed. Late assignments (including exams, quizzes, and discussions) will receive a grade of zero unless an extension has been granted by your instructor prior to the posted deadline (such extensions are granted rarely if ever). Book responses may be submitted late without an extension, but will receive a deduction of 25 points per day late.

Excessive requests for deadline extensions and repeated failure to submit assignments by posted deadlines will be deemed a student conduct issue. As such, the student’s conduct will be reported to the office of the Vice President of Student Services and Academic Affairs. If such conduct persists, the student may be removed from the class.

Grading Policy

Scores on exams, quizzes, and discussions will be made available to students within one week following the assignment’s deadline. For discussions, the deadline for the second post will be used for this calculation. Book reviews and papers may take a bit longer than one week, but will be graded and returned as quickly as possible. Students will be informed of any exception to this policy via a WebCampus announcement.

Scores on assignments and overall grades are final once posted. If you believe a mistake has been made in the calculation of your grade, please inform me of the suspected error. If I determine that a mistake has been made, it will be corrected. However, do not contact me pleading, negotiating, or otherwise requesting a better grade, to redo assignments, or to make up unexcused missed assignments. Such requests will not be granted, and there will be no negotiation of grades.

Course Drop Deadline

The course drop deadline is Nov. 1, 2018. After this date, the grade of “W” will not be assigned. You will receive the grade earned for the course.

Academic Honesty

Academic honesty is the cornerstone of quality higher education. Academic dishonesty will not be tolerated in this class. All assignments submitted (including discussion posts) must be the student’s original work produced for this class. In accordance with the Great Basin College Department of Social Sciences’ policy, all instances of

plagiarism, whether intentional or unintentional, will be reported to appropriate college authorities. All assignments containing plagiarized material will receive a score of 0. Any form of cheating or dishonest activity on any assignment will result in a grade of 0 for the assignment and the activity will be reported to proper college authorities. Additional disciplinary action will be pursued for all acts of academic dishonesty relative to the specifics of the case. Such disciplinary actions could include failure of the course, removal from the course, and suspension or expulsion from the college. For additional information, please refer to the *GBC **Student Conduct Policy*** at /rights/responsibilities/conduct.html, and the plagiarism handouts, and the Department of Social Sciences policy on plagiarism posted in the “Course Introduction and Overview Module.”

Exam Policy

All exams will be completed online. It is required and expected that students perform their own work in the time allowed without the aid of others or outside sources of information. To do otherwise would be to engage in academic dishonesty, and will result in a score of zero for the exam. Exams will be made available to students for the period listed in the course schedule. Alternative arrangements will not be made. Once you open an exam, you may not navigate away from the exam page and will have 75 minutes to complete the exam. Exam answers must be prepared during the exam’s allotted time limit. Previously prepared answers may not be submitted, and will receive a score of zero.

Any act of academic dishonesty on exams will result in a score of 0 for the entire exam, and will be reported to appropriate college officials in accordance with GBC Social Sciences Department policy. Some acts of cheating will be subject to additional penalties. For example, the sharing of exam questions among students is strictly prohibited. This form of cheating will result in score of zero for the entire exam for students sharing and receiving questions. Further, I will request that all students involved in such acts be removed from the course and receive a failing grade.

Exam Proctoring Policy

To enhance academic integrity and academic honesty of this course, proctoring of exams is required. This means that:

- Students are required to take exams at a GBC location (The Academic Success Center at the Elko Campus, Ely Center, Winnemucca Center, Pahrump Center, etc) under the supervision of a proctor; or
- dual enrollment students may use proctoring services provided at their high schools. It is the student's responsibility to make arrangements for this and ensure that the school informs me (this course's instructor) of these arrangements. If a student's high school does not provide proctoring services, the student must take exams at a GBC location or arrange for an approved proctor as outlined below;
- online students outside of the GBC service area may take exams under the supervision of an approved proctor. Approved proctors include: 1) public librarians, 2) principals or vice principals of public or private schools, 3) licensed teachers at

public or private schools, 4) higher education testing centers, and 5) education officers at a military base. Family members, friends and coworkers are not acceptable proctors, even if they fit into a category described above.

The exam dates are listed in the schedule available in this syllabus and on WebCampus. The exams will be available for you to take with a proctor during the entire time the exam is open. You are responsible for knowing when the exam will be available, being aware of the testing centers' hours and dates of operation, and scheduling your exam with the center accordingly. Information about the Academic Success Center and links to other center's information can be found at <http://www.gbcnv.edu/asc/> ([Links to an external site.](#))[Links to an external site.](#)

Each student must complete the online Course Exam Proctoring Form by Sept. 22. This form is available on the course's Modules page. Students who do not complete this form will not be allowed to take course exams. Failure to set up acceptable exam proctoring does not warrant the granting of an extension for an exam's deadline. Such extensions will not be granted.

Civility Statement

Civility in any classroom live or digital and "respect for the opinions of others is very important in an academic environment". Students are expected to assist in maintaining a course environment that is conducive to learning. This includes appropriate verbiage and tone in the discussion environment. "It is likely you may not agree with everything which is said or discussed in the classroom. Courteous behavior and responses are expected. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences."

"To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum." Students are required, "to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning." Any discussion from class that continues on any listserv, WebCampus or class discussion site should adhere to these same rules and expectations. "When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand."

(Quoted sections from Florida State University, Academic & Professional Program Services)

College Expectations for Dual Enrollment Students

High school students are expected to conduct themselves professionally, maturely, and in a fashion consistent with college expectations. This course is designed for college students and is transferrable to any university or 4-year college. It is not a special course designed for high school students. The course schedule is based on the GBC calendar. Communications about course matters should be made between the student and the instructor. Students should not expect special considerations based on high

school status including “re-dos” of quizzes or other work, or late submissions due to high school schedules or activities. In this class, you are a college student.

INSTITUTIONAL POLICIES & PROCEDURES

Student Conduct

Students are required to adhere to the behavior standards listed in [GBC Student Conduct](#) and Netiquette Guidelines. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under Great Basin College Policy. In accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course InBox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course.

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information here is the policy on [academic integrity, including the policy and appeal procedures](#) and read the *Student Conduct Statement* below.

Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

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- Free placement testing
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Smarthinking is a tutoring program in WebCampus. This tutorial service provides students an optional seven hours, per school year, of live 24/7 tutoring through online discussion boards, or live chat with a tutor.

Subjects covered include Writing/English, MLA & APA assistance, Math, Economics, Accounting, Spanish, Biology, Chemistry, and Anatomy & Physiology

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Withdraw Policy

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The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary

aids, and services. For more information or further assistance, please call 775-753-2271.

Syllabus Disclaimer

All material, assignments, and deadlines are subject to change with prior notice to benefit the learning of students in the course. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.



History 303-1001
Worlds of Islam
Fall Semester, 2020
3 Credits

Instructor Information

Instructor: Ethan Hawkley, Ph.D.

Office: DCIT 122

Phone: 775-753-2122

Email: Students are encouraged to use webcampus messenger to contact their professor.

Office Hours: Wednesdays and Thursdays 11:00-1:30pm and by appointment.

Class Schedule: August 31-Dec 18, Web-Based

Course Descriptions and Required Textbooks & Materials

Catalog Description: Introduces the theology and culture of early Islam. Examines the history of the 'rightly guided caliphs' era, the Umayyad and Abbasid periods, the Ottoman dynasty and others. Explores recent regional variations in Islam.

Expanded Description: What is Islam? How did it become a global religion? And how has it contributed to the making of our world? This course will begin to answer these and other questions by diving into the history of the religion. Course topics will include the founding of Islam; the development of Islamic philosophy, science, spirituality, and law; the spread of Islam throughout Afro-Eurasia; and the relationship between the Islamic past current debates surrounding Islam.

Ansary, Tamim. *Destiny Disrupted: A History of the World Through Islamic Eyes*. New York: PublicAffairs, 2010. ISBN: 9781586488130

Battutah, Ibn. *The Travels of Ibn Battutah*. Edited and Translated by Tim Mackintosh-Smith. New York: Picador Press, 2003. ISBN: 9780330418799

Brown, Jonathan. *Misquoting Muhammad: The Challenge and Choices of Interpreting the Prophet's Legacy*. London: OneWorld, 2015. ISBN: 9781780147828

We will watch several films as a class. Some of these will require students to have access to AmazonPrime and Fandor (available through Amazon). You may need to purchase access just as you would purchase a book.

*Additional readings, podcasts, and videos will be posted on WebCampus

Teaching Methods and Procedure

This is an online course but **is not a self-paced course**. Students are required to follow the course schedule and all listed deadlines. Students work through content on a single schedule so that they are able to collaboratively learn together. Modules will open on posted dates and will not be opened early.

Technology Requirements

Because this is an online course, students must have dependable access to a computer and an internet connection capable of running the WebCampus learning platform. Students will be required to download and view video, .docx, and .pdf files. Students will be required to upload .doc, or .docx files. Students will also need access to a phone, computer, or camera as they will be required to participate in video discussions via flipgrid and submit video teaching demonstrations. It is the student's responsibility to meet all technology requirements for the course. It is not the professor's responsibility to troubleshoot a student's technological difficulties. **Students experiencing problems with technology should contact the GBC Helpdesk (775-753-2167).**

Participation & Attendance

Preparation for class means reading the assigned pages and reviewing all information required for that week. *Attendance* in an online course means logging into WebCampus on a regular basis, usually at least once per day, and participating in all of the activities posted in the course. *Participating* in the class means actively engaging with your professor and fellow students through class activities.

Course Objectives

Course Outcomes

Upon completion of History 303 students will be able to:

- Identify and describe major themes and periods in early Islamic history.
- Explain how Islam's early history continues to influence both diverse Islamic nations and the rest of the world.
- Approach Islamic history from various religious, ethnic, and gendered perspectives.

- Form and support historical arguments through research, writing, and teaching.

Course Specific Learning Outcomes and Measures

Learning Outcome	Measure
Identify and describe major themes and periods in early Islamic history.	Pretest, Midterm, and Final Exam
Explain how Islam’s early history continues to influence both diverse Islamic nations and the rest of the world.	Portfolio Assignment on Islamic Diversity
Approach Islamic history from various religious, ethnic, and gender perspectives.	Portfolio Assignment on Islamic Doctrine
Form and support historical arguments through research, writing, and teaching.	Ansary Teaching Assignments

Course Requirements and Grades

Student grades and assignments are divided into three parts:

1. Participation (34% of final grade)
2. Exams (33% of final grade)
3. Portfolio (33% of final grade)

Participation (34%): Participation is vital to this class. This is the students’ class, not Hawkey’s class. Every non-participating student negatively affects the educational quality of the course. Student participation grades will be based on quizzes and other weekly participation assignments. Those assignments will include responses to the assigned readings and discussion videos on flipgrid. Students will often be in groups and group assignments may also be applied to the participation grade. Participation assignments will NOT BE ACCEPTED LATE. Any participation assignment that is not turned in will receive a zero in the gradebook. Participation assignments may be graded several times over the course of the semester at random to determine the average quality of each student’s work.

Exams (33%): There will be a map quiz and three exams given during the semester. A pre-test, a midterm, and a final. These exams will include multiple choice, short answer, and essay questions. Parts of the map quiz will be repeated on the midterm and final. Here are some online quizzes you can take to prepare for the map quiz: [Islam and Asia](#), [Islam and Africa](#), [Islam and Europe](#).

Portfolio (33%): Each student will complete a semester portfolio. Students will complete assignments during each course unit.

- Unit 1
 - Student Lecture on a period in Islamic History
 - Film Review of The Message
- Unit 2
 - Muhammad and the Qur'an interpretive paper
 - Informal presentation on Muhammad and Qur'an interpretive paper
- Unit 3
 - Formal Student Lecture on Ibn Battuta and Regional Islam
 - Film Review of your choice

*****Keep in mind that the weekly workload for an online 3 credit course should take roughly 9-12 hours to complete. If a student is spending less than 12 hours on the course per week, they should not complain about the course difficulty. If students are consistently spending more than 12 hours per week on the course, they should contact the professor about how to improve their study strategies.**

Grading Scale:

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59% and below

Grades are not negotiable. There will be no retaking of exams, and no late assignments, unless you get pre-approval from your professor.

Course Schedule (subject to change as necessary)

WK	Date	Weekly Readings and Films	
WK 0	8/31	Intro Days	
UNIT 1: Islamic History			
WK 1	9/2	Ansary, Ch 1-4 Classical Founding Era	Muhammad Episode 1
WK 2	9/9	Ansary, Ch 5-8 Medieval Golden Age	Muhammad Episode 2
WK 3	9/16	Ansary, Ch 9-13 Collapse and Early Modern Revival	Muhammad Episode 3
WK 4	9/23	Ansary, Ch 14-17 Confronting Western Modernity	The Message
WK 5	9/30	Review Week	
WK 6	10/7	Midterm	
UNIT 2: Islamic Doctrine			
WK 7	10/14	Brown, Ch 1-2	Koran by Heart
WK 8	10/21	Brown, Ch 3-4	Debates in Islam
WK 9	10/28	Brown, Ch 5-6	Debates in Islam
WK 10	11/4	Brown, Ch 7	Children of the Prophet
UNIT 3: Islamic Diversity			
WK 11	11/11	Battutah, 1-6	Timbuktu
WK 12	11/18	Battutah, 7-12	A Girl in the River
WK 13	11/25	Battutah, 13-18	Laskar Pelangi
WK 14	12/2	Review Week	
WK 15	12/9	Final	

Bibliography of Study and Writing Guides

Students may find the following useful for this class:

Hodgson, Marshall. *The Venture of Islam*. Volumes 1-4. Chicago: University of Chicago Press, 1977.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd Ed. Chicago: University of Chicago Press, 2008.

The following websites might also be of use:

Purdue Owl Online Writing Lab. <https://owl.english.purdue.edu/owl/>

The University of North Carolina at Chapel Hill, "The Writing

Center.” <https://writingcenter.unc.edu/handouts/>

Class Policies & Statements

Email Response

Although I check emails frequently, I am not online constantly. Therefore, you should not expect instantaneous responses to all questions at all hours. I will try to respond to all emails within 24 hours, Monday through Friday. If, by chance, you do not receive a reply within 24 hours, please resend your email. Typically, I do not respond to emails before 9 a.m., after 5 p.m., on weekends, or on holidays.

Missed and Late Assignments

Late work is not accepted in this course without pre-approval from the professor. It is the student’s responsibility to complete and submit all assignments by the deadlines listed.

Exam Policy

All exams will be completed online. **It is required and expected that students perform their own work in the time allowed without the aid of others or outside sources of information.** To do otherwise would be to engage in academic dishonesty, and will result in a score of zero for the exam. **Exams will be made available to students for the period listed in the course schedule. Alternative arrangements will not be made. Any act of academic dishonesty on exams will result in a score of 0 for the entire exam, and will be reported to appropriate college officials in accordance with GBC Social Sciences Department policy.** Some acts of cheating will be subject to additional penalties. For example, the sharing of exam questions among students is strictly prohibited. This form of cheating will result in a score of zero. Furthermore, I will request that all students involved in such acts be removed from the course and receive a failing grade.

Grading Policy

All students can do very well in this course. Please remember that the professor does not give a student their grade. Students earn their grades. Simply "doing" the assignment will not guarantee a 100%. "A" means "Amazing," "Awesome," or "Almost As good As Alicia Keys." "B" means "Good," which means the student did a good job. "C" means the student did the assignment at a basic minimum level. Anything below that means that there were major problems with the work.

If the student believes a mistake has been made in the calculation of their grade, they should inform the professor of the suspected error as soon as possible. If the professor determines that a mistake has been made, it will be corrected. Do not contact the professor requesting to negotiate a better grade, to redo assignments, or to make up unexcused missed assignments. Such requests will not be granted.

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Grades are not negotiable. There will be no retaking of exams, and no late assignments, unless you get pre-approval from your professor.

Course Recording and Reproduction Statement

No portion of the course may be recorded or reproduced in any manner without the instructor's written permission.

Institutional Policies and Procedures

COVID-19

Great Basin College strives to provide a safe environment for students, faculty, and staff. All persons in a public area, including campus buildings, grounds, and classrooms, are required to wear appropriate face coverings and follow current COVID-19 health and safety guidelines. Students without appropriate face covers will be denied entry to classrooms. Unresolved situations may be referred to the Vice President for Academic Affairs in connection with the Student Code of Conduct.

Student Conduct

Students are required to adhere to the behavior standards listed in the [GBC Student Conduct Policy](#) and Netiquette Guidelines. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. Under Great Basin College Policy, an instructor may withdraw a student from a course when the student's behavior disrupts the educational process, in accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated." This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be

deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Inbox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course.

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and to respect the rights of others, in carrying out all academic assignments. For more information, following is a link to the [Student Conduct Policy](#), which includes appeals procedures.

Great Basin College considers academic honesty as one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** Using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
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Great Basin College
Psy 460 – Social Psychology
Fall 2021/3 credits
Section 1001/Online

Course Syllabus

Instructor: Stephanie Davis

E-Mail: stephanie.davis@gbcnv.edu

Office Hours: Monday 1:30 - 4:30pm, Wednesday 10:00am - 12:00pm

Office: DCIT 125

Phone: Office: (775) 327-2258

Cell: (775) 235-8002

Web Page: http://www2.gbcnv.edu/profiles/davis_stephanie.html

Required Course Texts:

1. Aronson, Wilson & Akert, *Social Psychology*, 10th Edition, Prentice Hall Publishers, 2019

ISBN-13: 9780134700649 This is an access code card to an online e-book platform called “Revel.” It is an interactive e-book that integrates simulations, videos, practice quizzes etc., right in the e-book itself. The access card may be purchased through the GBC bookstore or directly online through the “Pearson Revel” tab in the online WebCampus class.

(Note: if you buy your access code card through the bookstore you will activate it through the Pearson Revel tab in class online; you do not need a class id #.)

Once you have activated your Revel access, you will have the option to purchase a loose-leaf copy of the book for around an extra \$20. Check the e-mail you received when you signed up for Revel for information.

You are required to have access to Revel as you will need to be able to view the videos and other resources on the Revel platform. **If you cannot purchase access right away, you have the option to sign-up for temporary 14-day access.**

2. Cialdini, Robert, *Influence: Science and Practice*, 5th Edition, Pearson, Allyn & Bacon Publishers, 2010, ISBN-13: 9780205609994

Software Required: Please note that you will need to have access to Microsoft Word and possibly Microsoft Excel. All assignments (except discussion posts) must be submitted in Word format. If you use another program, make sure to save your document in a Word-compatible format, or I will not be able to open it, and you will not get credit for it!

Course Description

This course examines the psychology of social and group factors affecting individual behavior. Topics include social perception, attributes and attitude change, opinions, influence processes, and small-group behavior. Prerequisite courses: Psychology 101 or Sociology 101, or consent of the instructor.

Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to do the following:

1. Given the need to develop a knowledge base in the study of social psychology, students will accurately define and explain numerous constructs.
2. Given information pertaining to social psychology, students will analyze, synthesize and critically evaluate statistics, studies and research.
3. Given observable behavior, as well as concepts, theories and current events that pertain to social psychology, students will apply the psychological perspective to explain these phenomena.

Measurements: Course Learning Outcomes (CLOs) will be assessed using the following components:

1. Discussions – students will participate in weekly discussions by posting to the discussions and responding to others' posts (CLO #1)
2. Bi-weekly Exams – multiple choice questions (CLO #1)
3. Research Paper – will require the use of journal articles (CLO #2)
4. Living Experiments and Cialdini Assignment – opportunities to apply the information from the textbook to your life, and synthesize the Cialdini information (CLO #3)

Specific Chapter Outcomes (SCOs)

Upon successful completion of the course, the student will be able to:

1. Define social psychology and identify aspects of social psychology in everyday life.
2. Describe how social psychologists gather information, and outline the three major research designs, their strengths and limitations.
3. Recognize and differentiate between low-effort, or automatic thinking, and high-effort, or controlled thinking.
4. Explain how social perception works and the factors that influence how we understand others.
5. Identify social and cultural influences on the definition of self, including introspection, self-observation, and impression management
6. Identify the process and influences involved in the human need to justify and rationalize our actions, specifically cognitive dissonance and self-justification.
7. Describe how attitudes develop, how they interact with behaviors, and how they change.
8. Explain conformity, and types and strategies of social influence.
9. Describe how groups affect individual behavior, and discuss effective ways of making group decisions and resolving conflict.
10. Explain the theories of attraction and how relationships develop, progress and end.
11. Describe the causes and situational determinants of prosocial behavior.
12. Explain the causes of aggression and propose some ways of reducing it.
13. Clarify the causes and effects of prejudice and propose some ways of reducing it.

Course Schedule

Week, Learning Outcomes, and Topics	Readings	Assignments
Week 1 SCO 1 Introducing Social Psychology	Aronson: Chapter 1	Graded Discussion 20 points

<p>Week 2</p> <p>SCO 2</p> <p>Methodology, Weapons of Influence</p>	<p>Aronson: Chapter 2</p> <p>Cialdini: Chapter 1</p>	<p>Graded Discussion 20 points</p> <p>Exam #1 50 pts Aronson Chapters 1-2</p>
<p>Week 3</p> <p>SCO 3</p> <p>Social Cognition, Weapons of Influence</p>	<p>Aronson: Chapter 3</p>	<p>Graded Discussion 20 points</p> <p>Living Experiment #1 25 points</p> <p>Research Paper Proposal</p>
<p>Week 4</p> <p>SCO 4</p> <p>Social Perception, Reciprocation</p>	<p>Aronson: Chapter 4</p> <p>Cialdini: Chapter 2</p>	<p>Graded Discussion 20 points</p> <p>Exam #2 50 pts Aronson Chapters 3-4</p>
<p>Week 5</p> <p>SCO 5</p> <p>The Self, Reciprocation</p>	<p>Aronson: Chapter 5</p>	<p>Graded Discussion 20 points</p> <p>Living Experiment #2 25 points</p>
<p>Week 6</p> <p>SCO 6</p> <p>Cognitive Dissonance, Commitment and Consistency</p>	<p>Aronson: Chapter 6</p> <p>Cialdini: Chapter 3</p>	<p>Graded Discussion 20 points</p> <p>Exam #3 50 pts Aronson Chapters 5-6</p>

<p>Week 7</p> <p>SCO 7</p> <p>Attitudes and Attitude Change, Commitment and Consistency</p>	<p>Aronson: Chapter 7</p>	<p>Graded Discussion 20 points</p> <p>Annotated Bibliography Due</p>
<p>Week 8</p> <p>SCO 8</p> <p>Conformity and Obedience, Social Proof</p>	<p>Aronson: Chapter 8</p> <p>Cialdini: Chapter 4</p>	<p>Graded Discussion 20 points</p> <p>Exam #4 50 pts Aronson Chapters 7-8</p>
<p>Week 9</p> <p>SCO 9</p> <p>Group Processes, Liking</p>	<p>Aronson: Chapter 9</p> <p>Cialdini: Chapter 5</p>	<p>Graded Discussion 20 points</p> <p>Living Experiment #3 25 points</p>
<p>Week 10</p> <p>SCO 10</p> <p>Attraction and Relationships, Authority</p>	<p>Aronson: Chapter 10</p> <p>Cialdini: Chapter 6</p>	<p>Graded Discussion 20 points</p> <p>Exam #5 50 pts, Aronson Chapter 9-10</p>
<p>Week 11</p> <p>SCO 11</p> <p>Prosocial Behavior, Scarcity</p>	<p>Aronson: Chapter 11</p> <p>Cialdini: Chapter 7</p>	<p>Graded Discussion 20 points</p> <p>Cialdini – Weapons Assignment due 25 pts</p>
<p>Week 12</p> <p>SCO 12</p> <p>Aggression, Instant Influence</p>	<p>Aronson: Chapter 12</p> <p>Cialdini: Chapter 8</p>	<p>Graded Discussion 20 points</p> <p>Exam #6 50 pts Aronson Chapter 11-12</p>

Week 13 SCO 13 Prejudice	Aronson: Chapter 13	Graded Discussion 20 points Research Paper Due
Week 14	Aronson: Your Choice of Appendix 1, 2, or 3	Graded Discussion 20 points Exam #7 50 pts, Aronson Chapter 13, Cialdini Book
Week 15	Discussion of Papers	Graded Discussion 20 points

Please Note: Weeks begin on Sunday at 12:01 a.m. P.S.T., and end the following Sunday at 11:59 p.m. ALL ASSIGNMENTS AND EXAMS ARE DUE BY SUNDAY NIGHT.

Assignment Values and Letter Grades

The maximum score in this class is 1000 points. The breakdown of points and weighting of assignments is as follows:

Assignment	Points	Weighting
Discussions	300	30%
Cialdini – Weapons Assignment	25	2.5%
Living Experiments (25 Pts, 3 Assignments)	75	7.5%
Paper	250	25%
Exams (50 Pts, 7 Exams)	350	35%
Total Points	1000	100%

All course components are graded using points. At the end of the course, points will be converted to a letter grade as shown:

Letter Grade	Points	Percentage
A	940 - 1000	94% to 100%
A-	900 - 939	90% to 93%
B+	870 - 899	87% to 89%
B	830 - 869	83% to 86%
B-	800 - 829	80% to 82%
C+	770 - 799	77% to 79%
C	730 - 769	73% to 76%
C-	700 - 729	70% to 72%
D+	670 - 699	67% to 69%
D	630 - 669	63% to 66%
D-	600 - 629	60% to 62%
F	599 and below	Below 60%

Incomplete (“I”) grades will be assigned when the following conditions are met:

1. Student has completed $\frac{3}{4}$ of the course with a C grade or above.
2. Student cannot complete the remainder of the course due to death of a family member or hospitalization/illness.
3. Student makes arrangements with instructor.

The missing work must be made up by the middle of the following semester (October 15th or March 15th), or the “I” on the student’s record will revert to a letter grade (which could be an “F”).

Withdrawal (“W”) grades will be assigned when the following conditions are met:

Student notifies instructor regarding their intent to withdraw.

Student notifies Student Services and officially withdraws from the class.

Students must notify of their intent to withdraw by the Thursday of Week 10; otherwise they will receive a letter grade. Withdrawals will not be permitted after the Thursday of Week 10.

In addition, the instructor reserves the right to withdraw any student who has missed 3 or more consecutive weeks of class.

Grade Appeals or Professional Conduct

GBC has a standard procedure for dealing with grade appeals or concerns about professional conduct. Information is given in detail in the GBC General Catalog. Please note that there are deadlines and steps to take in this procedure, and that the first step is to contact your instructor.

Late Assignment Policy

Late work will be accepted under the following conditions:

1. Discussions cannot be made up. No exceptions.
2. 10% will be deducted per day for the first 7 days after an assignment is due.
3. Late points are deducted from the total points for the assignment (i.e. if the assignment is worth 100 points, 10 points per day will be deducted).
4. After 7 days, the assignment will not be accepted.
5. Students can make up one missed exam per semester. The above guidelines apply.

Please Note: Technical problems are not excuses for late assignments in this class. Please back up your work in several places: your system, a jump drive, email the file to yourself at another e-mail account, etc. There is nothing worse than losing hard work to a computer crash, and such an issue will not constitute a valid excuse for late work in this class. Students are expected to take the necessary steps to ensure the timeliness of their work. Also, make sure you have a back-up plan in case your computer or internet connection does not work! Access a friend's computer, go to the Library, or go to your Campus Computer Lab.

Also, since **exams** cannot be taken past the due date, make sure to take the exam early in the week, in case you encounter technical problems. If you wait until Sunday night, it is difficult for me or the helpdesk to help resolve problems, and you may end up with a "0" for the exam. Better to take it early in the week when there is still time before the deadline to resolve the problem.

Academic Honesty Policy

GBC subscribes to the traditional policy of academic integrity: students are expected to be honest. That means that students are expected to do their own work. In work that utilizes sources written by others, those sources must be given credit for exact words and ideas. Students who plagiarize (copy the work of others and pass it off as their own) are violating the standards of academic integrity and are subject to punishments ranging from failing the assignment to dismissal from the institution. See GBC General Catalog 2010-2011 page 30. For additional information, please go to the GBC Student Conduct Policy at http://www2.gbcnv.edu/rights_responsibilities/conduct.html

APA Format

The paper needs to be in APA format. If you are unfamiliar with this format, please check out the following web sites for information. The first is a great reference showing how to cite various types of resources, from web sites to journals:

<http://www.cws.illinois.edu/workshop/writers/citation/apa/>

The second offers a tutorial on the basics of APA:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

The third is the most updated web site on APA style, and has a lot of specific information:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Finally, for a powerpoint tutorial on the basics of APA, go to the GBC Academic Success Center link and click on the APA link on the left:

<http://www.gbcnv.edu/asc/>

CAMPUS SECURITY: GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security ([775.753.2115](tel:775.753.2115)) or the Vice President for Student Services ([775.753.2282](tel:775.753.2282)).

Frequently Asked Questions

When are grades calculated, and how can I view my grades?

- You must complete all assignments and exams, and/or post them to the assignment box by Sunday, 11:59 p.m.
- All grades will be completed by Wednesday morning, at the latest. I will post an announcement letting you know when grades are completed.

What should I do if a discrepancy is found with my grade?

- Double-check the error and try to determine what caused it.
- Send me an email explaining your findings.
- Trust that any error in grading will be corrected quickly.

What should I do if I have a technical problem?

- Notify me immediately via e-mail or phone.
- Contact the GBC helpdesk at <http://www.gbcnv.edu/computing/helpdesk.html>, or call them at 775.753.2167, Monday-Saturday 8 am- 5 pm

What should I do if I have a disability that requires accommodation?

- Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally as soon as possible so we can discuss accommodations necessary.
- ADA STATEMENT: GBC supports providing equal access for students with disabilities.

- Please contact the ADA Officer in Elko at 775.753.2271 at your earliest convenience to request appropriate accommodations.

Where can I go if I need help with writing or with college life in general?

- For tutoring assistance, GBC offers help through the Academic Success Center:
 - <http://www.gbcnv.edu/asc/>
- For help with any questions or difficulties with any aspect of student life, GBC offers a great peer mentor program, for both students or parents of students:
 - <http://www.gbcnv.edu/retention/>

How can I get extra credit?

- Extra credit is not permitted in this course.

Assessment: Annual Report



Program (SS) - BA- Social Science

Unit Mission: The mission of the Bachelor of Arts (BA) in Social Science is to fulfill and extend the mission and philosophy of Great Basin College. The BA in Social Science provides a broad interdisciplinary knowledge base and professional experience. This course of study is designed to instill abilities in critical thinking, writing, presentation, and research skills as well as build an interdisciplinary knowledge base.

<i>Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Acquire and interpret scholarly information and data - Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions.</p> <p>Outcome Status: Active</p> <p>Frequency of Assessment: 2016-2017, 2020-2021</p> <p>Start Date: 08/31/2015</p>	<p>Internal Tracking - BA Social Science students' semester grades from a sample per discipline from the following core BA Social Science courses ANTH 400A, ANTH 400B, HIST 417C, HIST 441, HIST 458, HIST 478B, PSC 403C, PSC 401F, PSY 412, PSY 435, and PSY 460 will be used to measure this outcome.</p> <p>Criterion: 66 percent of BA social science students completing required upper division social science courses earning a grade of 70 percent or better.</p> <p>Notes: BA Social Science students' semester grades will need to be collected, anonymized, and distributed to the BA Social Science Committee for review.</p>	<p>Reporting Period: 2015-2016</p> <p>Criterion Met: No</p> <p>65 percent of BAIS-Social Science emphasis students completing required upper division social science courses over the last two years earned a grade of 70 or better. (06/13/2016)</p>	<p>Action: In an effort to determine why this criterion for achievement was not met, and to develop a plan for addressing improving these results in the future, the program supervisor conducted a survey of program faculty members. Each faculty member was asked to identify areas where program students struggle in the program's core upper-division courses. A consensus opinion was that students struggle with research skills (specifically identifying primary sources, and distinguishing between popular and scholarly academic sources), breadth of research, and work ethic (completing and submitting assignments in a timely manner and/or in accordance with deadlines).</p> <p>This seems to indicate that BAIS students who are not succeeding in the courses (earning a grade of 70 or better) are not adequately prepared for the academic and</p>

<i>Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
			<p>workload expectations of upper-division coursework.</p> <p>While it is beyond the capability of the program to instill a strong work ethic in students, it is possible to address issues with preparation for upper-division coursework. The program supervisor will send out a memo to program faculty relating the data on this measure, the findings of the survey, and requesting that faculty place more emphasis on the development of academic research and writing skills in lower-division survey courses. Also, program faculty will be asked to emphasize that such skills are required in order for students to successfully complete upper-division courses. The program supervisor will also recommend to the program committee that the program's students be required to successfully complete INT 301 (Integrative Research Methodology) before being allowed to enroll in the core upper-division courses. (06/13/2016)</p>

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<i>Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Acquire and interpret scholarly information and data - Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions. Outcome Status: Active Assessment Year: 2016-2017, 2020-2021 Start Date: 08/31/2015</p>	<p>Internal Tracking - BA Social Science students' semester grades from a sample per discipline from the following core BA Social Science courses ANTH 400A, ANTH 400B, HIST 417C, HIST 441, HIST 458, HIST 478B, PSC 403C, PSC 401F, PSY 412, PSY 435, and PSY 460 will be used to measure this outcome. Criterion: 66 percent of BA social science students completing required upper division social science courses earning a grade of 70 percent or better. Notes: BA Social Science students' semester grades will need to be collected, anonymized, and distributed to the BA Social Science Committee for review.</p>	<p>Reporting Period: 2016-2017 Criterion Met: Yes 90 percent of BASS students enrolled in upper division ANTH, HIST, PSC, and PSY courses during the 2016-2017 academic year earned course grades of 70 percent or greater. (06/20/2017)</p>	<p>Action: This result shows a significant improvement over the 2015-2016 assessment of this measure for the BAIS program (65 percent of BAIS students earned grades of 70 percent or better for the 2014-2016 and 2015-2016 academic years combined. Such improvement could indicate that the increased faculty emphasis on developing research and foundational skills (identified as weaknesses by faculty as indicated in the 2015-2016 assessment) has been successful.</p> <p>As a follow up, the program supervisor and committee will continue to stress the development of the foundational and research skills necessary for success in upper-division coursework. (06/20/2017)</p>

Assessment: Annual Report

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<i>Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Human social behavior - Demonstrate comprehension of how the core social science disciplines—anthropology, history, political science, and psychology—approach the analysis of</p> <p>Outcome Status: Active Assessment Year: 2018-2019 Start Date: 07/01/2016</p>	<p>Internal Tracking - BA Social Science students' scores on BASS integrative essay (INT 496) will be used to measure this outcome. Criterion: 66 percent of BA Social Science students completing integrative essay earning a grade of 70 percent or better. Notes: BA Social Science students' grades for the integrative essay in INT 496 will need to be collected, anonymized, and distributed to the BASS Committee for review.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 100 percent of students enrolled in the INT 496 class for spring semester earned an essay grade of 70 percent or better. (04/08/2019)</p>	<p>Action: This result demonstrates that students are effectively and sufficiently meeting this outcome. Further action to improve in this area could include the following: The lowest grade on this assignment was 90%, resulting in a poor bell curve in the grades. As such, the assignment itself may need to be re-worked so that it is more rigorous. For example, students might be required to give more specific examples to demonstrate how each discipline contributed to their understanding. Alternatively, students could be required to apply concepts from each discipline to demonstrate understanding of a particular behavior or phenomenon in society. Currently the assignment is only worth 6% of the final course grade. This needs to be increased significantly so students are motivated to put more work into</p>

Outcomes

Assessment Measures

Results

Actions

the assignment. (04/08/2019)

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<i>Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Human social behavior - Demonstrate comprehension of how the core social science disciplines—anthropology, history, political science, and psychology—approach the analysis of</p> <p>Outcome Status: Active Assessment Year: 2020-2021 Start Date: 07/01/2016</p>	<p>Internal Tracking - BA Social Science students' semester grades from a sample per discipline from the following core BA Social Science courses ANTH 400A, ANTH 400B, HIST 417C, HIST 441, HIST 458, HIST 478B, PSC 403C, PSC 401F, PSY 412, PSY 435, and PSY 460 will be used to measure this outcome.</p> <p>Criterion: 66 percent of BA social science students completing required upper division social science courses earning a grade of 70 percent or better.</p> <p>Notes: BA Social Science students' semester grades will need to be collected, anonymized, and distributed to the BA Social Science Committee for review.</p>	<p>Reporting Period: 2020-2021 Criterion Met: Yes 77% of students received a 70% or better in their 400 level BASS courses this academic year. The majority of those who did not pass had to withdraw for reasons related to the special circumstances of this academic year (08/02/2021)</p>	<p>Action: This result demonstrates the effectiveness of our program in preparing students to take upper division classes and to do well in them. Despite the extraordinary circumstances related to COVID, our students continue to surpass the standard set in this criteria.</p>

Outcomes

Assessment Measures

Results

Actions

the assignment. (04/08/2019)