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Welcome to UMM and the Division of Social Sciences. We are excited that you have chosen to join us. The UMM Social Science Division is composed of dedicated and talented faculty and staff across diverse fields that include American Indian Studies, Anthropology, Economics, Environmental Studies, History, Human Services, Latin American Area Studies, Management, Political Science, Psychology, Social Science, Sociology, and Gender, Women and Sexuality Studies. The Social Science Division is committed to outstanding teaching and learning, support for both faculty scholarship and undergraduate research, and genuine outreach and engagement with our surrounding world.

The Division of Social Sciences supports the mission of the University of Minnesota, Morris by:

- Providing essential aspects of a liberal arts education through understanding humans (and other animals) in their diversity as expressed in their histories, ideas, institutions, and behaviors.
- Providing service in cooperation with other offices and programs to the campus and the greater community that contribute to the discovery and dissemination of knowledge to the Social Sciences and related fields.
- Providing our students with core knowledge of their chosen majors, and competence in the methodologies, techniques, and skills required in their fields.

A good place to start…..

*When looking for something, or when in doubt, the Division web page is a good place to start:*

http://www.morris.umn.edu/academic/socialsci.html
Settling In

Three staff members are going to be very helpful in the coming months as you become oriented to UMM. Their names are Sharon Severance, Laura Burks and Terri Hawkinson and they work in the Social Sciences Division Office. Items on the list below can be completed by contacting or meeting with the listed staff member.

Contact information:

Arne Kildegaard  Extension:  6197  kiledac@morris.umn.edu
Terri Hawkinson  Extension:  6199  hawkins@morris.umn.edu
Sharon Severance  Extension:  6201  severask@morris.umn.edu
Laura Burks  Extension:  6200  burksld@morris.umn.edu

Reminder: Feel free to e-mail and attach exams, handouts, syllabi, etc. to the office staff, but please send the message to all three staff as a backup.

New Faculty Checklist

See Terri

☐ Get keys
☐ E-mail set-up
☐ UMM ID card (Business Office)
☐ Schedule prior to first day of classes
☐ Division meetings schedule
☐ Classroom
☐ Listservs
☐ Budget Overview
☐ Curriculum issues

See Sharon

☐ Computer set-up
☐ Mailbox set-up
☐ Copier Code
☐ Exams and Make-up exams*
☐ Promotion and Tenure
☐ Room scheduling for meetings, etc. *
☐ Voicemail instructions
☐ Business cards
☐ Duplicating materials, including exams*
☐ Web grading
☐ Web grade changes
☐ Work/study
☐ Syllabus Policy

See Laura

☐ Get local address, phone number, and emergency contact information
☐ Textbook orders and desk copies*
☐ Coffee Club
☐ Expense reimbursements*

Other

☐ Benefits – Sarah Mattson
☐ Getting paid – Mary Zosel, Payroll
☐ Parking pass – Business Office, Behmler Hall

*also Laura and/or Sharon
Current Faculty
Division of Social Sciences

Pre-Doctoral Teaching Fellow
- Elliot James (2015), B.A., Carleton College; ABD, University of Minnesota, Twin Cities

American Indian Studies
Assistant Professor
- Kevin Whalen (2015), B.A., University of Minnesota, Morris; Ph.D., University of California, Riverside

Anthropology
Associate Professor
- Rebecca Dean (2007), B.A., University of Michigan; M.A., Ph.D., University of Arizona
Assistant Professor
- Joseph Beaver (2009), B.G.S., University of Kansas; M.A., University of Tulsa; Ph.D., University of Arizona
- Christina (Nina) Ortiz (2013), B.A. Central College; M.A.s in Spanish and Anthropology, University of Iowa; Ph.D., University of Iowa

Economics/Management
Professor
- Cyrus Bina (2000), B.S., Institute of Advanced Accounting, Tehran; M.A., Ball State University; Ph.D., American University
- Stephen Burks (1999), B.A., Reed College; M.A., Indiana University; Ph.D., University of Massachusetts, Amherst
- Arne Kildegaard (2001), B.A., Gustavus Adolphus College; M.A., University of Chicago; Ph.D., University of Texas, Austin
Assistant Professor
- David Brown (2014), B.A., Coe College; M.S., University of Illinois at Urbana; Ph.D., University of Illinois at Urbana; Ph.D., University of California at Davis
- Satis Devkota (2014), M.A., Tribhuvan University; M.A., Western Illinois University; Ph.D., Wayne State University
- Hiroyuki Imai (2010), B.A., Keio University; M.A., The University of Michigan; Ph.D., The Johns Hopkins University
- Hojin Jung (2015), B.S., Myongji University, Korea; M.A., Texas Tech University; Ph.D., University of Oklahoma
- Bibhudutta Panda (2012), B.A., Utkal University; M.A., Gokhale Institute of Politics and Economics; M.Phil., Delhi School of Economics; M.S., Ph.D. Louisiana State University

Adjunct Assistant Professor
- Deb Economou (1995), B.A., Case Western Reserve University; J.D., University of Minnesota Law School

Teaching Specialist
- Lauri Wyum (2014), B.S., Moorhead State University; M.S., Dakota State University
Environmental Studies
Associate Professor
- Edwin Brands (2011), B.A. Grinnell College; M.A., Ph.D., University of Iowa

Assistant Professor
- Clement Loo (2013), B.A.s in Psychology and Philosophy, University of Calgary; M.A. University of Calgary; Ph.D. University of Cincinnati.

History
Professor
- Roland Guyotte (1969), B.A., Brown University; M.A., Ph.D., Northwestern University

Associate Professor
- Jennifer Kolpacoff Deane (2005), B.A., University of Washington, Seattle; Ph.D., Northwestern University
- Stephen Gross (1998), B.A., Ph.D., University of Minnesota, Twin Cities
- Marynel Ryan Van Zee (2005), B.A., University of Illinois, Chicago; Ph.D., University of Minnesota, Twin Cities

Assistant Professor
- Michael Cheyne (2012), B.A., Grand Valley State; M.A. Western Michigan University; ABD, University of Minnesota.
- Benjamin Narvaez (2012), B.A. Grinnell College; M.A., Ph.D., University of Texas at Austin

Teaching Specialist
- Emily Bruce (2015), B.A., M.A., Williams College; ABD, University of Minnesota, Twin Cities

Latin American Studies
Teaching Specialist
- Pedro Quijada (2015), B.A., California State University; M.A., California State University; ABD, University of Minnesota, Twin Cities

Political Science
Professor
- Seung-Ho Joo (1995), B.A., Yonsei University, Korea; M.A., Eastern Kentucky University; Ph.D., Pennsylvania State University

Associate Professor
- Roger Rose (2009), B.A., Occidental College; M.A., Ph.D., University of California, Davis
- Sheri Breen (2007), B.A., Ph.D., University of Minnesota, Twin Cities

Assistant Professor
- Timothy Lindberg (2012), B.A. University of Minnesota, Morris; Ph.D., The Nelson A. Rockefeller College of Public Affairs and Policy, University at Albany, SUNY
Psychology
Professor
• Leslie Meek (1995), B.A., University of Minnesota, Morris; Ph.D., University of Michigan
Associate Professor
• Thomas Johnson (1986), B.A., St. Olaf College; Ph.D., University of Minnesota, Twin Cities
• Heather Peters (2007), B.A., B.S., University of Minnesota, Twin Cities; M.A., University of Arizona; Ph.D., University of California, Davis
• Dennis Stewart (2002), B.S., University of Illinois at Urbana-Champaign; M.A., Ph.D., Miami University
Assistant Professor
• Oscar Baldelomar (2012), B.A., M.A., California State University, Ph.D. UCLA
• Bonnie Ekstrom (2015), B.S., Bemidji State University; M.A., Ph.D., Southern Illinois University, Carbondale
• Kerry Michael (2014), B.S., Athens State University; M.A., The University of Alabama in Huntsville; Ph.D., The Pennsylvania State University
• Cheryl Stewart (2004), B.S., George Mason University; M.A., Ph.D., Miami University

Sociology
Associate Professor
• Solomon Gashaw (1986), B.A., Haile Selassie I University, Ethiopia; M.L.I., S.J.D., Ph.D., University of Wisconsin, Madison
• Farah Gilanshah (1988), B.A., National University of Iran; M.A., Ph.D., University of Minnesota, Twin Cities
• Jennifer Rothchild (2003), B.A., Miami University; M.A., Georgia State University; Ph.D., American University
Teaching Specialist
• Chris Butler (2009), B.A., Miami University; M.A., American Studies, University of Notre Dame; M.A., Sociology; University of California, Santa Cruz
Division of Social Science

Discipline Coordinators

2015-2016

Anthropology/Sociology  Jennifer Rothchild
Economics/Management  Stephen Burks
History  Jennifer Deane
Political Science  Roger Rose
Psychology  Leslie Meek
Geography  Joe Beaver
Human Services  Leslie Meek
Pre-Law Adviser  Tim Lindberg
Social Science Major  Steve Gross
Gender, Women, Sexuality Studies  Jennifer Rothchild

Inter-Divisional Discipline “housed” in Social Science:

Environmental Studies  Ed Brands

Disciplines “housed” in Dean’s Office but in which significant numbers of Social Science faculty teach:

American Indian Studies  Becca Gercken
Latin American Area Studies  Stacy Aronson
<table>
<thead>
<tr>
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<th>Department</th>
<th>Office #</th>
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*All Pink People DO NOT have voice mail*
Office Hours

There is no formally approved all-campus or Division policy on office hours. However, the Social Science Division recommends 4 hours per week of office hours, some on T TH and some on MWF if at all possible. A variety of times across the days are also recommended. You should also be available by appointment outside of your regularly scheduled office hours.

The all-U policy can be found at:
http://www.policy.umn.edu/Policies/Education/Education/INSTRUCTORESP.html

"Instructors must schedule and keep a reasonable number of office hours or appointment times for student conferences. The minimum number of office hours or appointment times may be defined by the academic unit."
Each year the Social Science Faculty and Staff work together to keep the Division budget balanced. We will continue to use the following guidelines for expenses. Your cooperation on all budget matters is greatly appreciated.

**Telephone:**

All phone calls and faxes should be for professional reasons. Some things to remember:
1) calls to some cell phones are billed as long distance, and 2) over-seas faxes are expensive, so use scanning and e-mailing instead whenever possible. Please use a personal calling card when making personal long distance calls from your office phone or use your cell phone.

**Mail:**

Any special handling mail (FedEx, next day air, etc.) will come from discipline discretionary funds. Inform your Discipline Coordinator of the expense before asking the Division Staff to mail a package. This includes student recommendations done on short notice.

Please provide postage for personal mail including employee benefits/flex letters.

**Duplicating:**

Each person in each discipline has been allotted an amount to cover their yearly copying. Discipline coordinators will soon be informed of these individual allotments. Your individual allotment includes the use of the Division machine AND charges from Duplicating Services. Each discipline is responsible for their duplicating budget.

**Things to remember:**

- All copying should be for professional reasons.
- Separate copier codes are available for Honors and IS courses (but not IC courses). Check with Sharon to determine if there is a separate code.
- Those of you who teach across disciplines may have a separate copy code for each discipline (e.g., Sociology and GWSS). In addition, GWSS, American Indian Studies and Environmental Studies have funding from the Dean that can be used for copying expenses.
- When you need 15+ copies of one item, please see the Division Staff to determine if Duplicating Services should be used.
- If an item is being copied at Duplicating, the office staff will complete the *Duplicating Request Form*, and will bring the items to Duplicating.
- **Please allow the Division staff 24 hours for any copies being made.**
- Feel free to e-mail and attach exams, handouts, syllabi, etc. to the office staff, but please send the message to all three staff as a backup (hawkints, severask, and burksld).
- Two-sided or “back to back” copies will be made unless otherwise requested.
• If you send a student worker or TA to make copies for you in the Division office, please provide them with your four-digit copy code.
• The Division machine is in constant demand, especially 15-30 minutes prior to the beginning of classes in the morning. It may be necessary for you or your TA to return at off-peak times (before 10am and after 3pm) to complete your copying.
• The use of electronic alternatives (such as e-mailing study guides to students, library e-reserve or Moodle) is a good alternative to making copies for students.
• If you need to do a packet (sold to students at the bookstore), see Laura or Sharon ASAP.

Cartridges:
To help with the “green” initiative, all faculty should use the network printers as much as possible as opposed to using personal/desktop printers. If you have a personal/desktop printer, you are asked to purchase your own cartridges, use other funds you may have access to (grants, Faculty Development Funds, etc.), or consult with your Discipline Coordinator about using the discipline discretionary funds. Also, network printers are not for large batch copying (that should be done in the Division Office or at Duplicating). Network printers are more cost and energy efficient, and are programmed to print double-sided as their default setting.

Desk Copies:
If you have not received your desk copies from the publisher yet, please have Laura or Sharon check the status of your desk copy right away. There is no Division budget to purchase desk copies. If need be, consult with Terri about Faculty Development Funds, or your Discipline Coordinator about the possibility of using the discipline discretionary funds.

Publishers are less and less willing to provide desk copies for TAs, particularly multiple TAs. If you have given desk copies to your TAs and intend to use the same book again next year, we advise you to ask for the desk copies back from the TAs, since publishers are unlikely to send us more desk copies of the same book in subsequent years. On another note, when placing your book orders, make sure you tell Laura or Sharon that you need desk copies for your TAs; don't wait and tell them after the books have been ordered.

Course Packets:
If you intend to publish a course packet for your course, please see Sharon or Laura as soon as possible. A few things to keep in mind when doing a course packet are: 1) allow enough time for the copyright permission, 2) allow the Division staff to determine the number of copies to be printed, 3) consider using alternate methods for providing articles or items with high copyright costs.
Office Assistance:

- Please keep in mind that the Division staff handles a great many tasks each day. Many of these tasks are dictated by the timing and requirements of the academic year, so staff are always working with a work queue of items to be accomplished by some deadline. All requests are handled in a first-come, first-served fashion. That is, if someone who will need staff support on a task lets them know in a timely fashion about the task, that task is placed into the work queue in order to meet whatever internal and external deadlines might exist for all tasks in the queue. This means that if you ask the staff for help with a project at the last minute, especially a time-consuming project, they may not be able to accommodate you in order to meet existing deadlines.

- Keep in mind that external events, such as the ending of the fiscal year in late June, and the shutdown of financial operations the first two weeks of July will have an impact on you in terms of reimbursements, submitting expense sheets, etc. Not only are the staff extremely busy with year-end reports at this time of year and cannot take on other large projects, but the fiscal operation of the University is such that reimbursements and expense sheets simply cannot be submitted during this time.

- Remember that during the summer, our staff is reduced, while many tasks are not. The office staff is equally as busy during the summer as during the academic year. Respect their time and the job they have to do. Give them jobs to do in a timely manner and do not expect them to rearrange their work queue or their work schedules for you. This may mean that if you give them grant expense sheets at the last minute that you will be not reimbursed for your expenditures, since there are weeks in the summer when Sharon or Terri or Laura are only in once or not at all.

- Other items to note:
  -- Allow the office staff one-day advance notice for all duplicating tasks, especially if the job needs to be sent to Duplicating Services.
  -- For typing projects of great length, extra time should be allowed.
  -- Tests and other course-related material take priority over other typing or duplicating tasks.
  -- Instruction-related work will be handled in the order it is received.
  -- The Division staff is willing to administer makeup exams to your students in the lounge but will not proctor exams in classrooms. Please find a colleague to proctor an in-class exam that you cannot be present for. You should be aware that the Division lounge is a very difficult place for students to take make-up exams since it is noisy and other people will be using it at the same time for other purposes. If at all possible, find an alternative place to give your make-up exam and either proctor it yourself or find another proctor.

Students will be asked to leave books, backpacks, calculators, coats, cell phones, headphones and other personal belongings in the Division Office while they take makeup exams, unless you have informed them and the staff otherwise (e.g., open-book or open-note exams or exams for which they need calculators).
If you are administering an exam in the lounge yourself, please inform the office staff. In most cases, the staff will not allow students to start an exam after 3:30. The staff will collect all exams at 4:30, unless other arrangements have been made.

Travel:
- Out-of-state travel funds are available for use by all full-time teaching faculty members, and only for the purpose of attending academic professional meetings, symposia, seminars, conferences, etc., held outside the state of Minnesota. Attendance at national or international meetings being held within the state of Minnesota (i.e., otherwise considered "in-state" travel) will be reimbursed in accordance with the out-of-state travel policy as well. The money is not to be spent for faculty recruitment.

Since the individual faculty member benefits both professionally and personally from out-of-state travel, a portion of the expenses for such travel will be assumed by the faculty member. The current annual allocation for out-of-state travel funds is $650 (new tenure-track faculty receive an initial allocation of $950), with the possibility to accrue up to $2000. The OST policy can be found at:
  http://www.morris.umn.edu/services/acad_affairs/ost10.html

- FREF (Faculty Research Enhancement Funds) funds are also available to supplement costs related to faculty research. For details on how to apply for FREF go to:
  http://www.morris.umn.edu/services/acad_affairs/aavarious.html#researchfund

- Whenever possible, faculty members should continue to apply for travel subsidies from sources outside the University.
  Upon returning, consult with Sharon or Laura to submit a reimbursement form.

Student Travel:
  The Division has set aside a limited amount of Student Travel funds available. In most cases, reimbursement will be made to the student after travel (other variations exist such as charging a car with Fleet Services), and be capped at $100. If you have a student interested in applying for funds, the application is available at the Division web page:
  http://www.morris.umn.edu/socialscience/

Faculty Development Funds:
  Faculty development funds are available on a limited basis. Requests of up to $200 per faculty member per year (for conference registration, books, class supplies, clickers, etc.) will be considered on a first-come first-serve basis, until our limited pot for these expenses is exhausted. Please contact Terri for further information.

Class Cancellation or Substitution Policy:
  Please contact the Division Office in the event you have to cancel class, or if someone else will be substituting for you. Communicating with us is extremely important.

During the regular semester, if you leave Morris during a weekday to attend a conference, or for any other purpose, please inform the office staff of your departure and return dates. If possible, also please provide information about your availability during your trip (phone numbers and/or if checking e-mail while gone). Please let us know of any alternate arrangements you have make for your classes (guest speaker, TA showing movie, etc.).
Syllabus Information

As you are putting together your course syllabi, dates, and other policy information you will need can be found at the following web sites. Also feel free to use the sample provided from a current professor for help in formatting and content.

All of the elements that must be contained in a syllabus can be found in the U of M Syllabus Policy:

http://www.policy.umn.edu/Policies/Education/Education/SYLLABUSREQUIREMENTS.html

Academic Calendar:

http://www1.umn.edu/usenate/calendars/15-16mrs.html

Final Exam Schedule:

Onestop.morris.umn.edu/calendars/

UMM Learning Outcomes:

http://www.morris.umn.edu/committees/Curriculum/Learning_Outcomes_Approved.pdf
SYLLABUS PREPARATION

The provision of a syllabus to students is a professional obligation. Explaining course expectations and relevant policies at the outset of the semester is an important pedagogical step for both instructors and students; the following provides updated language for UMM faculty use.

Here are the UMM guidelines for what should be in a syllabus, followed by some sample text/boilerplate. http://www.morris.umn.edu/services/acad_affairs/syllabus.html

- Instructor's name
- Office location and hours
- Phone number(s) / fax / E-mail address
- Preferred method of contact (phone, email, fax, etc.)
- Course title, number, designator, credits, prerequisites (if any)
- Required and recommended materials and the location of the materials
- Day, time, and place of class meetings
- Brief description of the course
- Course goals, objectives, and expectations
- Student Learning Outcomes met by course: Knowledge of Human Cultures; Intellectual & Practical Skills; Understanding of the Role of Individuals in Society; and/or Capacity for Integrative Learning.
- Schedule of assignments, papers, projects, etc.
- Date, time, location of final exam (if any)
- Grading criteria
- Available assistance: Disability Services, Writing Center, etc.
- Attendance policy

AND

- Copies of, statements on, or references to UM Policies. You do not have to include the text of every policy on your syllabus! A statement such as the following is sufficient.

  “University Policies relevant to this class include those on Student Conduct Code, including Academic Integrity and Student Responsibilities; Makeup Work for Legitimate Absences; Use of Personal Electronic Devices in the Classroom; Appropriate Student Use of Class Notes and Course Materials; Sexual Harassment; and Equity, Diversity, Equal Employment Opportunity, and Affirmative Action (http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)

  You may include any of these policies in more detail if you choose; full policy text and links to the appropriate University of Minnesota webpages follow on p.4.

17
Grading Criteria
Grading standards (definition of grades)

**A:** Represents achievement that is outstanding relative to the level necessary to meet course requirements.

**B:** Represents achievement that is significantly above the level necessary to meet course requirements.

**C:** Represents achievement that meets the course requirements in every respect.

**D:** Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

**S:** Represents achievement that is satisfactory, which is equivalent to a C- or better.

**F (or N):** Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)

**I (Incomplete):** Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Senate student academic workload policy

**Example:** For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a four credit course that meets for four hours a week should expect to spend an additional eight hours a week on course work outside the classroom.

Statement on accommodations for students with disabilities

The University of Minnesota Morris is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have,
a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact DRC at 240 Briggs Library or call 320-589-6178 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Statement on classroom conduct

**Example:** Students are expected to interact with the instructor and other students with respect and courtesy. Students should attend every class session prepared to learn and work. Participation in class is expected, which includes both speaking up and listening. Give class your full attention while here. Complete all assignments -- including the reading -- in a timely fashion. Do not bring cell phones or recording equipment to class without the instructor's consent. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to counseling services. Students whose behavior violates the University Student Conduct Code will be subject to disciplinary action.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html)

*note to UMM instructors: it is a very good idea to clarify your own expectations for use of technology in the classroom, including laptops and notebooks as well as phones.*

Student Learning Outcomes

**Example:** This course is designed to meet all four UMM Student Learning Outcomes: Knowledge of Human Cultures, Intellectual & Practical Skills, Understanding of the Role of Individuals in Society, and Capacity for Integrative Learning.
Again, reference to these policies is sufficient, as in the sample on p.18 above. You do not need to include all of this language in your syllabi, although you are welcome to do so.

**Scholastic Dishonesty:**


You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: https://policy.umn.edu/education/instructorresp.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**

https://policy.umn.edu/education/makeupwork

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: https://policy.umn.edu/education/makeupwork

**Appropriate Student Use of Class Notes and Course Materials:**

https://policy.umn.edu/education/studentresp

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond
the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

**Grading and Transcripts:**
http://policy.umn.edu/education/gradingtranscripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. For additional information, please refer to: http://policy.umn.edu/education/gradingtranscripts

**Sexual Harassment**
http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**
http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf
The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy
http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf

**Mental Health and Stress Management:**
http://www.mentalhealth.umn.edu
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**Academic Freedom and Responsibility:** *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom.
Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

OR:

Academic Freedom and Responsibility, for courses that involve students in research:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Scholastic Dishonesty:


You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain
dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
SAMPLE SYLLABUS

History 2103: Medieval Europe
MWF 10:30 – 11:35 / Imholte 112

Professor Jennifer Kolpacoff Deane
Office: 112 Camden
Office Hours: Tues 2:00 – 3:30 / Wed 12:00 – 1:30
Email: deanej@morris.umn.edu

“A great many things keep happening, some of them good, some of them bad. The inhabitants of different countries keep quarreling fiercely with each other and kings go on losing their temper in a furious way. Our churches are attacked by the heretics and then protected by the Catholics… I have written this work to keep alive the memory of those dead and gone, and to bring them to the notice of future generations.” - Gregory of Tours (539-594 CE)

“Underneath all the texts, all the sacred psalms and canticles, these watery varieties of sounds and silences, terrifying, mysterious, whirling and sometimes gestating and gentle must somehow be felt in the pulse, ebb, and flow of the music that sings in me.” - Hildegard of Bingen (1079-1183 CE)

Course Description
This course explores European history during the so-called “medieval millennium,” roughly the years between 500 and 1500 CE. During the next sixteen weeks, we will study the development of ideas and institutions that shaped the early, central and late middle ages, as well as specific individuals whose unique experiences and projects teach us much about the medieval world. Some of the questions we will ask include: What were the cultural foundations of early medieval Europe? What was the role played by Christianity in shaping the west and its major institutions? How and why did different cultures encounter and interact with one another? How and where did centralized monarchies emerge? How did gender relations affect the experience of medieval men and women? Who was considered a threat to medieval society, and why? How do historians interpret medieval sources, and why are important new ideas about the medieval past always emerging? We will end the semester by considering new arguments about medieval periodization, and the perhaps surprising influence of “The Renaissance” on “the Middle Ages.”

This course is designed to meet all four UMM Student Learning Outcomes: Knowledge of Human Cultures, Intellectual & Practical Skills, Understanding of the Role of Individuals in Society, and Capacity for Integrative Learning.

Course Goals
The goals of the course are three-fold: first, to familiarize you with key themes, encounters and developments over the course of the Early (500-1000), Central/High (1000-1300) and Late Middle Ages (1300-1500); second, to train you to think as an historian as you draw on both primary and secondary sources; and third, to challenge you to develop the following skills, central to a liberal arts education and of enormous value in any field of work or study:
• **Read critically** (ask questions of each document you read, objectively considering the source and the implications of its content);

• **Think analytically** (evaluate evidence and arguments using relevant criteria; develop appropriate conclusions as well as new questions);

• **Communicate clearly** (relate your ideas in a clear, confident and objective manner -- both written and verbal).

The format of the class will be a combination of in-class discussion and activities supplemented by short lectures and presentations. Textbook readings will provide basic chronological and topical contours, elaborated and expanded upon by thematic secondary texts and primary source materials from each period. We will also watch a couple of short films.

**Required Texts**
The following six books are required and can be purchased at the UMM Bookstore:

- Judith Bennett and C. Warren Hollister, *Medieval Europe: A Short History* (11th) (Bennett)
- Patrick Geary, *Readings in Medieval History* (3rd edition) (Geary)
- Ruth Karras, *Sexuality in Medieval Europe: Doing Unto Others* (2nd edition) (Karras)
- Martin Arnold, *The Vikings: Wolves of War* (Arnold)
- Paul Newman, *Daily Life in the Middle Ages* (Newman)

You can find the course syllabus with links to assigned PDF readings, discussion questions, and other tools on Moodle. If you have any difficulty accessing material, let me know right away. I will announce all changes in both class and email, and I will post them on the class website in red so that they are easily visible. In turn, you are responsible for checking the Moodle site and your UMM email account regularly.

**Course Requirements**

**Participation** — 15%
Participation in class discussion is a crucial element of the course, and you are expected to come prepared to talk about the assigned readings and discussion questions. Successful participation will include two further elements beyond daily enthusiasm and preparedness: you must bring all assigned readings to each class period with you, and interact actively and positively with your peers during group work.

**Exams** — 45%
You will take 3 exams over the course of the semester, as scheduled on the syllabus. These exams will cover material assigned during the previous few weeks and will not be cumulative. If you read thoroughly and on schedule, and use the weekly reading question sheets as a guide, you should have little difficulty on the exams.

- Friday, February 13
- Friday, March 27
- Thursday, May 7 (11:00 – 1:00)
**Medieval Cultural Presentations – 10%**
Each student will work with a partner to develop and present a 15- to 20-minute analytical presentation on a particular aspect of medieval culture (art, literature, technology, cross-cultural contact, etc.). You will be able to choose from a list of options to fit your interests and schedule. The main goal is for the presentations to be both informative and engaging, and should be focused on answering a particular question which students will develop in discussions with me: “how,” “why,” or “to what extent” questions are preferred. Students will be encouraged to be creative in developing their format, to draw on different types of visual material and media, and to interact with the class. Specific guidelines will be distributed.

**Short Papers – 10%**
This assignment consists of two parts: first is a very brief writing assignment (no more than 2 pages) in response to a given question, due by midnight on Tues Jan 20th on Moodle. You will receive focused feedback on your writing and argumentation style; you will then have 48 hours to polish and repost the text. That will account for half of the assignment grade. Next, a slightly longer (2-3) page paper also in response to a given question is due by midnight on Fri Jan 30th on the Moodle site. I will specifically check each student’s work against the prose suggestions given last time. Assignment information will be handed out in class, and we will work together on argumentation, source analysis, and writing style. I am glad to look at drafts and offer feedback up to 48 hours before the due date.

**Creative Primary Source Assignment – 5%**
Near the end of the semester, you will use your understanding of medieval primary sources to develop a fictional (but plausible) short source of your own. Specific instructions will be provided, including specific strategies for connecting the source to themes in our course material. We will use this exercise as a step in learning about the formation of both medieval sources and subsequent archival collections.

**In-Class Writing Assignments – 5%**
We will often start the class period by taking 10 minutes to write an analytical response to a question about the day’s reading. The questions will encourage critical thinking and reflection on the assigned primary and secondary sources; we will also use them as an opportunity to rehearse efficient analysis, use of relevant evidence, and clear, concise prose. I will grade these with a plus, check, or minus and comments.

**Final paper – 10%**
A second paper (5-7 pages) is due by midnight on Tues May 5 on Moodle. You will be given several options, and specific guidelines will be distributed/discussed in class. We will work on argumentation, research, source analysis, and writing style in class. Again, I am glad to look at drafts and offer feedback up to 48 hours before the due date.

**Course Policies & Expectations**
Students are not only expected to attend each day of class, but to arrive on time and prepared. Attendance is not optional and absences will affect your participation grade, as well as your understanding of the material covered that day. Students may miss up to 3 days of class during the semester without penalty. I do not need to see routine notes from Health Services. The only
formally ‘excused’ absence (one with no impact on your attendance record) is a Chancellor’s or Vice-Chancellor’s excuse, which you are responsible for communicating to me. Regardless of circumstances, however, you are still responsible for material covered.

Readings on the syllabus are listed on the day for which they are due. **You must print out the PDF or web readings, make notes on them, and bring them to class the date they are listed in the syllabus.** I have endeavored to keep the page length reasonable for student printing: please print the material so that it is legible (ie, no more than 2 pages per sheet). Even the best eyes have trouble locating a key passage in class when there are 4 or more pages per sheet!

All assignments must be turned in at or before the given deadline. I will still accept late assignments, but they will be marked down one full letter grade for each day that they are late (ie, if an assignment due on Monday and otherwise meriting an A is submitted on Wednesday, it will receive a C). If emergency circumstances require you to submit late work, please contact me before the assignment or as soon as possible.

Please be courteous with your technology, and turn off cell phones before class. No texting or internet usage in class. In accordance with university policy, I reserve the right to prohibit all laptops and other technology in class at any time.

**Final grades will be calculated as follows:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>94-100: A  77-79: C+</td>
</tr>
<tr>
<td>Exams</td>
<td>45%</td>
<td>90-93: A-  74-76: C</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>87-89: B+  70-73: C-</td>
</tr>
<tr>
<td>Short Papers</td>
<td>10%</td>
<td>84-86: B  60-69: D</td>
</tr>
<tr>
<td>Final Paper</td>
<td>10%</td>
<td>80-83: B- &lt;60: F</td>
</tr>
<tr>
<td>Creative Primary Source</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>In class writes</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

**Definitions of Grades & Academic Workload Expectations**

A. Achievement that is outstanding relative to the level necessary to meet course requirements
B. Achievement that is significantly above the level necessary to meet course requirements.
C. Achievement that meets the course requirements in every respect.
D. Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S. Achievement that is satisfactory, which is equivalent to a C- or better.

F (or N) represents failure (or not credit) and signifies that work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the students would be awarded an I.

I (Incomplete) is assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
**Academic Integrity**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis ([http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)).

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**Credits and Workload Expectations**

The University of Minnesota student work-load policy states: “One semester credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), or approximately 45 hours over the course of an enrollment period.” For example: a student taking a four credit course would be expected to put in an average of 12 hours of effort per week. Therefore, it is expected that, on average, a student will be working over 8 hours per week outside of class time on course related activities (e.g., reading, lab activities, studying).

**University Policies**

University Policies relevant to this class include those on Student Conduct Code, including Academic Integrity (see more above) and Student Responsibilities; Makeup Work for Legitimate Absences; Use of Personal Electronic Devices in the Classroom; Appropriate Student Use of Class Notes and Course Materials; Sexual Harassment; and Equity, Diversity, Equal Employment Opportunity, and Affirmative Action.

**Disability Services**

My goal is for our classroom work to facilitate participation and exchange, and I am committed to making reasonable accommodations to all students with disabilities to guarantee access to class sessions, course materials, and the activities of the class. Students registered with Disability Services who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 320-589-6178 or dallager@morris.umn.edu. Additional information is available at the DS web site at [www.morris.umn.edu/services/dsoaac/dso](http://www.morris.umn.edu/services/dsoaac/dso).
Course Schedule

Part I: The Early Middle Ages: 500 - 1000

Week 1: Thinking about the Middle Ages
- Mon, Jan 12: Introduction
- Wed, Jan 14:
  Read for today: Bennett, Introduction and Ch. 1, “Romans, Christians, and Barbarians,” pp.1-27; Tacitus, Germania (Geary), pp.65-72 (up through #27 on burial).
- Fri, Jan 16:
  Read for today: Bennett, Ch. 2, “Early Western Christendom, c.500-700,” pp.28-50; Theodore, Penitential (Geary), pp.247-256 (up through ‘The Worship of Idols’)

Week 2: Sex and Gender in Early Medieval Europe
- Mon, Jan 19
  No class – MLK holiday
  Due by midnight Tues Jan 20 on Moodle: Short paper #1 (part 1, draft)
- Wed, Jan 21 – Karras, Ch.1 “Sex and the Middle Ages,” pp.1-33, and Ch. 2, “The Sexuality of Chastity,” pp.34-55 (stop at “Clerical Celibacy”)
- Fri, Jan 23 – No class (Professor Deane is at a conference)

Week 3: Byzantium and the Dar al-Islam
- Mon, Jan 26
  Read for today: Bennett, Ch. 3 (partial), “Neighbors: Byzantium and Islam, c.500-1000,” pp.51-65; “Technology in the Byzantine Empire” (PDF link on Moodle); “Excerpt from the Corpus Iuris Civilis (web link on Moodle).
- Wed, Jan 28
  Read for today: Bennett, Ch. 3 (partial), “Neighbors: Byzantium and Islam,” pp.65-79; “Technology in the Islamic States” (PDF link on Moodle); “Excerpts from the Qur’an” (PDF link on Moodle); “Three Accounts of the Battle of Tours” (PDF link on Moodle).
- Fri, Jan 30
  Film (no reading)
  Short paper #1 (part 2) due on Moodle by midnight
Week 4: Carolingian Europe

- **Mon, Feb 2**
  Read for today: Bennett, Ch. 4, “Carolingian Europe, c.700-850,” pp.80-101; Einhard, *Life of Charles the Great* (Geary), pp.266-278; “Selected Capitularies from the Carolingians” (Geary), pp. 280-285

- **Wed, Feb 4**

- **Fri, Feb 6**
  Presentations #1
  Read for today: Bennett, Ch. 5 (partial), “Division, Invasion, and Reorganization, c.800-1000,” pp.102-111.

Week 5: Division, Invasion, and Reorganization

- **Mon, Feb 9**

- **Wed, Feb 11**

- **Fri, Feb 13**
  **Exam #1**

Part II: The Central Middle Ages, c.1000-1300

Week 6: Economic Takeoff and Social Change

- **Mon, Feb 16**

- **Wed, Feb 18**
  Read for today: Bennett, Ch. 6 (partial), “Economic Takeoff and Social Change, c.1000-1300,” pp.150-166; Karras, “Women Outside of Marriage,” pp. 112-156; McCants, “Contested Stones” (Moodle).

- **Fri, Feb 20**
  Film: BBC video on William Marshal
**Week 7: Two Powers Struggling: Secular and Sacral**

- **Mon, Feb 23**
  Read for today: Bennett, Ch. 8, “Popes and the Papacy, c.1000-1300,” pp.167-189; *Pope Gregory VII and King Henry IV* (Geary), **either** Gregory’s perspective (pp.562-572) or Henry’s perspective, pp.576-586. (Or even better, both!)

- **Wed, Feb 25**
  Read for today: Bennett, Ch. 8, “New Paths to God, c.1000 – 1300,” pp.190-210; *Cluniac Charters* (Geary), pp.315-317; Karras, “The Sexuality of Chastity” (cont.), pp.51-74

- **Fri, Feb 27**
  Presentations #2

**Week 8: Daily Life in the Middle Ages**

- **Mon, Mar 2**

- **Wed, Mar 4**

- **Fri, Mar 6**

**Week 9: Spring Break**

- **No class**

**Week 10: Strategies for Dominance**

- **Mon Mar 16**
  Read for today: Bennett, Ch. 9, “Conquests, Crusades, and Persecutions, c.1100-1300” (partial), pp.211-235; *The Account of Solomon Bar Simson* (Geary), pp.418-425.

  ALSO: read **1 or more** of the following 3 accounts of the First Crusade in Geary: Fulcher of Chartres (western Christian), pp.394-406; Ibn al-Athir (Muslim), pp.413-418; Anna Comnena (Byzantine), pp.418-429.

- **Wed, Mar 18**
  Read for today: Bennett, Ch. 9, “Worlds in Collision, c.1125-1300,” pp.254-259; “Canons of the Fourth Lateran Council” (Geary), pp.430-455. Select 3-5 canons you think are particularly interesting or important to discuss in class.

- **Fri, Mar 20**
  Read for today: Bennett, Ch. 10, “States Made and Unmade, c.1000-1300,” pp.236-268.
Week 11: Literature, Art, and Thought in the Central Middle Ages

- Mon, Mar 23
  Read for today: Bennett, Ch. 11 “Literature, Art, and Thought, c.1000-1300,” pp.269-296; Marie de France, “Bisclavret” (PDF link on Moodle site); TBA

- Wed, Mar 25
  Read for today: TBA on Hildegard of Bingen

- Fri, Mar 27
  Exam #2

Part III: The Later Middle Ages (c.1300 – 1500)

Week 12: Famine, Plague, and Recovery

- Mon, Mar 30
  Read for today: Bennett, ch. 12, “Famine, Plague, and Recovery, c.1300-1500,” pp.297-321; Wiesner, “Documents on the Black Death” (PDF link on Moodle Site); “The Black Death and the Jews” (PDF link on Moodle Site).

- Wed, Apr 1
  Read for today: De Vries, “Teenagers at War During the Middle Ages” (PDF link)  
  Guest lecture

- Fri, Apr 3
  Library Workshop (meet at computer lab in Briggs library, 3rd floor)  
  Read for today: TBA

Week 13: Consolidating Power

- Mon, Apr 6
  Read for today: Bennett, Ch. 13, “Toward the Sovereign State,” pp.322-343; Marsilius of Padua, “Excerpt from the Defensor pacis” (PDF link).

- Wed, Apr 8
  Read for today: TBA  
  Feast of St. Walter of Pontoise

- Fri, Apr 10
  Presentations #3

Week 14: Diversity & Dynamism

- Mon, Apr 13
  Read for today: Bennett, Ch. 15, “Diversity and Dynamism in Late Medieval Culture,” pp.366-374; Dante, Excerpts from The Inferno (PDF link); Christine de Pisan, Excerpts (PDF Link)
• Wed, Apr 15
  Read for today: Ch. 15, “Diversity and Dynamism in Late Medieval Culture,” pp.374-383; Petrarch, “Letter to Posterity” (PDF link); Lorenzo Valla, “Excerpt from the Discourse on the Forgery of the Alleged Donation of Constantine” (PDF link)

• Fri, Apr 17
  Presentation #4
  Bring 1 page creative source to class (instructions TBA) – 3 copies, please.

Week 15: Medieval Archives
• Mon, Apr 20
  Read for today: Pegg, “Medieval Sources” (PDF link)
  Post revised source to Moodle

• Wed, Apr 22
  Read for today: Select from article options on medieval archives

• Fri, Apr 24
  Presentations #5

Week 16: New Directions in Medieval History
• Mon, Apr 27
  Read for today: Karras, “Medieval and Modern Sexuality,” pp.196-205; article choice from Oxford Handbook of Women and Gender in Medieval Europe (TBA)

• Wed, Apr 29
  Read for today: 2 articles from History Compass (TBA)

• Fri, May 1
  Read for today: Medieval History in the 21st Century

Final Paper due: Tues May 5 on Moodle by 12:00 pm

Final Exam: Thurs May 7 (11:00 – 1:00)
Midsemester Evaluation

1. What do you like about this course and what would you not want to change?

2. What do you not like about this course and what would you want to change?

3. Do you like this instructor’s teaching style?
   Please explain your answer.

Example 2: Group Evaluation

Name:_________________________
Number:_______________________

First, list all of your group members including yourself. Second, identify about how much work each person did. The numbers should add up to 100. So if you have three group members and you each did the same amount of work, you will put 33.3 for each member. If some students did more than others, you will adjust accordingly. Third, identify what grade you think each person deserves and explain your response.

1.

2.

3.

4.
Example 3: End of Semester Personal Evaluation

Evaluation for PSY 3302 – Personality – Fall 2007

How well do you feel this course achieved its objectives? Please rate the below objectives on the following scale.

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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Did not achieve</td>
<td>Somewhat achieved</td>
<td>Totally achieved</td>
<td></td>
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1. Introduce you to the field of Personality Psychology through **theory, research, & application**.
2. Examine and evaluate classic and contemporary theories and research relating to personality.
3. Discover how personality psychology contributes to your understanding of real world issues.
4. Encourage self-reflection on your own personality.
5. Become a critical consumer of psychological information.
6. Express your ideas verbally and on paper, and to think outside of the box thus, expand upon what is presented to you by applying it to different areas of your life.

What did you especially **like** about this course and would not want to change if you were teaching the class?

What did you especially **not like** about this course and would want to change if you were teaching the class?

How much do you feel that you have learned in this class? Please explain your response.

Did the instructor pay attention to student feedback? Please explain your response.

Please comment on the instructor’s teaching effectiveness.

Do you like the instructor’s teaching style? Please explain your answer.

Any other comments you would like to share with the instructor?
For Recurring Faculty

Spring Annual Reviews

In the Fall of 2007 the Division approved an Annual Review Form that is required for ALL recurring/returning Division of Social Science faculty, both Full Time and Part Time. This form is available at the Division website at:

http://www.morris.umn.edu/academic/socialsci.html

You can find it under Faculty Resources. An optional/more detailed form is also available for those of you who would prefer to provide more details. You only have to turn in one form (the required or the more detailed optional form).

The Annual Review consists of the Division Chair meeting during April with every faculty member employed by the Division of Social Science who is returning to UMM the following year. You will be asked to schedule a half-hour appointment for the purpose of discussing your work during the past year.

Terri, Laura or Sharon will facilitate the appointments. At the time of your appointment (or even better a day or so before), please provide the Division Chair with your completed annual review document (you can email the document) that summarizes what you consider to be your major accomplishments in the areas of teaching, professional distinction, and service/outreach for the past year. This will enable the Division Chair to make informed decisions regarding future merit raises, grants, other development opportunities, as well as recommending you for future leadership positions on campus and within the UM system.

This review will also serve as a Post-Tenure Review where appropriate. In the event that you are unable to meet (Sabbatical, SSL etc.), please email your completed Annual Review form. In this case, it is preferred that you use the longer version as there will not be an opportunity to ask questions/fill in the holes at a review meeting.
Promotion and Tenure
(Tenure-Track only)

Reviews of faculty for promotion and tenure and annual performance appraisals (done in the fall) at the University of Minnesota, Morris (UMM) are conducted in accordance with all-University policies and procedures contained in the Board of Regents' Policy on Faculty Tenure and related documents.

Candidates for indefinite tenure and/or promotion in rank are judged on demonstrated accomplishments and on potential for future development, and on their contributions to UMM programs in the areas of teaching, research, and service. This document describes specifically the indices and standards that are used to evaluate candidates for the following personnel evaluations:

- annual reviews of probationary faculty (Section 7.2 of the Regent’s Policy on Faculty Tenure)
- recommendation for awarding indefinite tenure (Section 7.11 of the Regent’s Policy on Faculty Tenure)
- recommendation for promotion to full professor (Section 9.2 of the Regent’s Policy on Faculty Tenure)
- annual performance appraisal for post-tenure review (Section 7a. of the Regent’s Policy on Faculty Tenure)

For a complete perspective, you are advised to review the Statement of Departmental Standards for Tenure, Annual Reviews, Post-Tenure Reviews, and Promotion for Probationary and Tenured Faculty (Division of Social Science 7.12 Statement) at:


The Procedures for Promotion and Tenure Reviews of Regular Faculty are included in the 7.12 document, or can be reviewed separately at: