

Application for a New Course v9

Course ID <i>Subject and Number</i>	History 486
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Vernon L. Williams
2	Course Teacher	Vernon L. Williams
3	Course Title	War and Society
4	Course Abbreviation (if title is over 30 characters)	War and Society
5	College	CAS
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3 hours per week
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	War and Society is a survey of warfare from the fifteenth century to 1945. The course explores the development of warfare in Europe, Asia and the Americas and examines the impact of

		developing power on a global world.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing or completion of 6 hours of lower level history
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Yes
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Even years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2016
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes, see revised degree plan submitted by Ron Morgan that reflects all new proposed history courses.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, this course is listed in a degree plan menu from which students may choose. See revised degree plan reflecting the placement of this new course.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	War and Society is an upper level history elective listed in a degree plan menu from which students may choose, providing an additional course selection in their degree plan menu.
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2	Justification State the justification for adding this course to the current curriculum. Represent the need	War and Society is an important addition to the history curriculum, giving students important understandings of war and its role in society in a developing world.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	War and Society is an elective option for history majors, international studies students and others in a variety of disciplines who need an understanding of the development of the modern industrial state and the role that war played in the emerging global world. Junior standing or completion of three hours of 100-299 history.
2	State the overarching course goal(s) in performance terms.	Successful students in this course will develop a clear understanding of war as a tool of power within the economic, political, and social institutions in the period since 1500. Course activities and requirements will allow the student to incorporate that understanding into well-crafted literary pieces that will demonstrate their grasp of the historical content and essential scholarly practice.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate the application of research in historical writing, using both secondary and primary sources that expands knowledge of historical eras	1. Research paper
2	Demonstrate an understanding of the major themes and patterns of the history of war and its impact of people and society	1. Major Exam 1 2. Major Exam 2 3. Final Exam

3	Reveal how technology and change impacted the military history of societies and determined the human cost of conflict across the ages	1. Major Exam 1 2. Major Exam 2 3. Final Exam 4. Research paper
4	Analyze how economic, political, and social forces shape society and influence policy and conflict within the world community.	1. Major Exam 1 2. Major Exam 2 3. Final Exam 4. Research paper
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
 - Stephen Morillo, et al, *War in World History: Society, Technology, and War from Ancient Times to the Present, Volume 2*, McGraw Hill, 2009.
 - George Mosse, *Fallen Soldiers: Reshaping the Memory of the World Wars*, Oxford University Press, 1991.
 - John Keegan, *The Face of Battle: A Study of Agincourt, Waterloo, and the Somme*, Penguin Books, 1983.
 - Kate L. Turabian, *A Manual for Writers* (8th edition), University of Chicago Press, 2013.
 - Short readings as assigned and provided by Dr. Williams
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair

1/31/14

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: Hist 486

Course Title: War and Society

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Syllabus

History 486.01 3 hours credit

War and Society

Spring 2014 Tuesday, 6:30-9:20 p.m., Admin. Bldg. 329

Dr. Vernon L. Williams, Professor of History

Connections: In Office Hours: Monday-Tuesday: 1:30-4:00 pm
Virtual Hours: Thursday: 1:30-3:30 pm

Telephone: Office: 674-2150
Office: Admin. 324G
Email: vwilliams@acu.edu

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

Course Content Strategy:

War and Society is primarily a survey of warfare from the fifteenth century to 1945. The course will examine the development of warfare in Europe and the Americas and explore the impact of that developing power on a global world. The course will focus on the period before the emergence of modern states until World War II.

This course is an upper level history elective, appropriate for liberal arts majors working on the bachelor's degree. Students will read three volumes and several short reading assignments, participate in class activities and lectures designed to augment those readings, and write a research paper based on primary and secondary sources. Prerequisites: Junior standing or completion of three hours of 100-299 history.

Successful students in this course will develop a clear understanding of war as a tool of power within the economic, political, and social institutions in the period since 1500. Course activities and requirements will allow the student to incorporate that understanding into well-crafted literary pieces that will demonstrate their grasp of the historical content and essential scholarly practice.

Readings:

1. Stephen Morillo, et al, *War in World History: Society, Technology, and War from Ancient Times to the Present, Volume 2*, McGraw Hill, 2009.
2. George Mosse, *Fallen Soldiers: Reshaping the Memory of the World Wars*, Oxford University Press, 1991.
3. John Keegan, *The Face of Battle: A Study of Agincourt, Waterloo, and the Somme*, Penguin Books, 1983.
4. Kate L. Turabian, *A Manual for Writers* (8th edition), University of Chicago Press, 2013.
5. Short readings as assigned and provided by Dr. Williams

Research Paper:

Each undergraduate student will research and write a 15-25 page research paper on a subject assigned by the professor. The professor will assign topics no later than January 31st and provide a handout titled "Research Paper Instruction Sheet." It is essential that all research papers follow this guide. **LATE PAPERS WILL BE ACCEPTED AT THE RATE OF ONE LETTER GRADE OFF FOR EACH CALENDAR DAY LATE.**

See grading rubric for research papers on page 6. This assignment is a semester-long activity and students are expected to plan and organize their work to meet the final deadline. Early submission of the research paper is encouraged to avoid the penalties of last minute efforts or emergency situations that can arise.

EXAM INFORMATION:

1. MAJOR EXAMS: There will be two major exams on lectures, class materials, reading assignments. Each major exam will include both objective and essay items. You will need a #2 pencil, a #882-E scantron form, a ball point pen and a blue book for each major exam. Dates for each major exam can be found on the "Exam Schedule" on page 4.

2. FINAL EXAM: The final exam will cover material from lectures, class materials, reading assignments. The final exam will include both objective and essay items. You will need a #2 pencil, a #882-E scantron form, a ball point pen and a blue book for the final exam. The date for the final exam can be found on the "Exam Schedule" on page 4.

Note: The final exam will not be comprehensive. It will cover lectures, class materials, readings, and assignments over the last third of the course.

- 1. EXAMS MUST BE TAKEN ON ANNOUNCED EXAM DATES OR STUDENT IS SUBJECT TO RECEIVING A ZERO ON THE EXAM.** Make ups on exams will be given only in an emergency situation or for students who represent the university in a Provost-approved absence. Please keep in mind that all student absences, regardless of reason must meet the Attendance Policy below. The Provost requires that all students who participate in University-sponsored activities must be present for all classes at least 80% of the time. In paragraph 6 of the Provost advanced travel form, the attendance requirements are clarified: "The student should not be permitted to participate if he/she has absences of more than 9 MWF meetings, or 6 TR meetings, or 3 meetings of a one-day-per-week class. These include "approved absences" under this policy as well as other absences." Should such a situation arise, students must contact the instructor to arrange for a makeup. Exams and quizzes are never given early.

See grading rubric for major and final exams on page 5.

Course Assignment Values and Grading Scale:

Major Exam 1	25%	A= 90-100
Major Exam 2	25%	B= 80-89
Research Paper	25%	C= 70-79
Final Exam	25%	D= 60-69
		F= 0-59

ATTENDANCE POLICY:

Each student is required to attend every class meeting. Failure to attend at least 80 percent of the classes in a semester will result in a grade of F, **no matter what the cause of the absences.** Three (3) classes constitute 20 percent of a semester's classes and are the maximum number of absences allowed for a passing grade.

Attendance Curve: If your point total at the end of the course is at the 8 or 9 digit level of the tens scale, good attendance will result in a curve up to the next highest letter grade. For example, if your average at the end of the course happened to be 58 or 59, 68 or 69, 78 or 79, 88 or 89, you would be eligible to be considered for the curve. **GOOD ATTENDANCE IS DEFINED AS HAVING NO ABSENCES AND NOT MORE THAN ONE TARDY.** If a student violates either category, in other words misses one or more classes or is tardy two or more times, he or she will not be eligible for the curve.

You are tardy if you arrive after the instructor takes the official roll. If you are tardy you must notify the professor at the end of class and request the absence on the official roll be changed to a tardy **BEFORE THE PROFESSOR LEAVES THE CLASSROOM.** Otherwise the absence will stand.

EXAM AND COURSE SCHEDULE

January 14:	First day of class and course introduction Prelude to Global War: An Overview • War in the Ancient World, 2000 BC to 400 BC • The Age of Migration and Invasion, 400-100 BC • The Age of Traditions in Conflict, 1100-1500
January 21:	The European Transformation: Western Europe, 1450-1720 Read: Morillo, pp. 304-323
January 28:	Cannon and Cavalry: Eurasian Expansion, 1500-1750 Read: Morillo, pp. 324-341 Deadline for research paper topic assignments by Dr. Williams
February 4:	Conquests and Contacts: Europeans Abroad, 1500-1700 Read: Morillo, pp. 342-361
February 11:	East Asian Transformations: Japan and China, 1500-1750 Read: Morillo, pp. 362-380 Research, style manuals, and interpretative writing in history
February 18:	The Age of Sail: Naval Warfare, 1500-1750, Part 1 Read: Morillo, pp. 381-402 Major Exam 1-Lectures and class materials, and all readings from beginning of course through February 11
February 25:	The Age of Sail: Naval Warfare, 1500-1750, Part 2 Bullion and Bayonets: Linear Tactics on a Global Stage. 1680-1789 Read Morillo, pp. 404-422
March 4:	From Bastille to Blockade: Revolution and the Napoleonic Wars, 1792-1815

Read Morillo, pp. 423-441

March 10-14: Spring Break/No classes at ACU

March 18: Rifles and Railroads: War in the Age of Industry, 1815-1914
Read Morillo, pp. 442-461

March 25: Guns and Government: Global European Dominance, 1800-1914
Read Morillo, pp. 462-481
Read Waller offprint, all

April 1: From Sails to Steam: Naval Warfare, 1750-1914
Read Morillo, pp. 482-505

April 8: The Great War: World War I, 1914-1918, Part 1
Read Morillo, pp. 506-523
Major Exam 2- Lectures and class materials, and all readings from February 18 through April 1

April 15: The Great War: World War I, 1914-1918, Part 2
Tanks and Tasking: Interwar Developments, 1918-1937
Read Keegan, all
Read Morillo, pp. 524-534

April 22: The Good War: World War II, 1937-45
Read Morillo, 535-564
Read Mosse, all
Thurleigh at War documentary film

April 29: Postscript: Decolonization and the Cold War, 1945-1989
Read Morillo, 565-583
Research Paper Due

May 5: Dead Day

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May 8: Final Exam- Lectures and class materials, and all readings from April
8 through
6:30-8:20 p.m. the end of the course
Admin. 329
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Course Competencies

	Competency	Measurement Instrument	Measurement Standard
1	Demonstrate the application of research in historical writing, using both secondary and primary sources that expands knowledge of historical eras	1. Research paper	1. See Grading Rubric for Research Paper
2	Demonstrate an understanding of the major themes and patterns of the history of war and its impact of people and society	1. Major Exam 1 2. Major Exam 2 3. Final Exam	1. See Grading Rubric for Major and Final Exams
3	Reveal how technology and change impacted the military history of societies and determined the human cost of conflict across the ages	1. Major Exam 1 2. Major Exam 2 3. Final Exam 4. Research paper	1. See Grading Rubric for Major and Final Exams 2. See Grading Rubric for Research Paper
4	Analyze how economic, political, and social forces shape society and influence policy and conflict within the world community.	1. Major Exam 1 2. Major Exam 2 3. Final Exam 4. Research paper	1. See Grading Rubric for Major and Final Exams 2. See Grading Rubric for Research Paper

GRADING RUBRIC FOR MAJOR AND FINAL EXAMS:

	Grade of A Superior	Grade of B Above Expectations	Grade of C Meets Expectations	Grade of D Needs Improvement	Grade of F Unacceptable
Objective Portion of the Exam	90% or more correct answers on objective question section of the major or final exam.	80% or more correct answers on objective question section of the major or final exam.	70% or more correct answers on objective question section of the major or final exam.	60% or more correct answers on objective question section of the major or final exam.	59% or less correct answers on objective question section of the major or final exam.
Essay Portion of the Exam: Thesis paragraph	The thesis paragraph included all major themes needed to provide for a comprehensive treatment of the topic. The thesis paragraph concluded with a superior transition to the first major section in the paper.	The thesis paragraph included all major themes needed to provide for a comprehensive treatment of the topic. The thesis paragraph concluded with an above average transition to the first major section in the paper.	The thesis paragraph included all major themes needed to provide for a comprehensive treatment of the topic. The thesis paragraph concluded with an average transition to the first major section in the paper.	The thesis paragraph included all most themes needed to provide for a comprehensive treatment of the topic. The thesis paragraph concluded with an below average transition to the first major section in the paper.	The paper had no thesis paragraph or transition.
Essay Portion of the Exam: Development paragraphs	The body of the paper included a well-developed presentation on each point included in the thesis paragraph. The content of the body is judged to be superior in quality of writing, research, and presentation.	The body of the paper included a well-developed presentation on each point included in the thesis paragraph. The content of the body is judged to be above average in quality of writing, research, and presentation.	The body of the paper included a average presentation on most points included in the thesis paragraph. The content of the body is judged to be average in quality of writing, research, and presentation.	The body of the paper included a below average presentation on most points included in the thesis paragraph. The content of the body is judged to be below average in quality of writing, research, and presentation.	The body of the paper is not acceptable and does not cover the major points of the topic. The paper does not demonstrate acceptable writing, research, or presentation.

Essay Portion of the Exam:					
Conclusion	The conclusion demonstrates that the thesis statement has been successfully proven with a superior presentation of evidence and arguments.	The conclusion demonstrates that the thesis statement has been successfully proven with an above average presentation of evidence and arguments.	The conclusion demonstrates that the thesis statement has been successfully proven with an average presentation of evidence and arguments.	The conclusion does not demonstrate that the thesis statement has been successfully proven with an average presentation of evidence and arguments.	There is no conclusion.

Research Paper Criteria	90-100% (A)	80-89% (B)	70-79% (C)	60-69% (D)	0-59% (F)	No Credit
Coverage of Topic (15 points)	Paper includes a comprehensive coverage of the topic and the development of the thesis statement is superior.	Paper includes a comprehensive coverage of the topic and the development of the thesis statement is above average.	Paper includes an adequate coverage of the topic and the thesis statement is satisfactorily developed.	Paper is missing one element of coverage and the thesis statement is not fully developed.	Paper is missing multiple elements of coverage and the thesis statement is not fully developed.	Coverage and thesis statement have no essential content.
Thesis Statement and Content Extensiveness (25 points)	Thesis statement is comprehensive and the paper content is superior in terms of scope.	Thesis statement is comprehensive and the paper content is above average in terms of scope.	Thesis statement is comprehensive and the paper content is average in terms of scope.	There is a missing element in the thesis statement and the paper content is less than average in terms of scope.	There are significant elements missing in the thesis statement and the paper content is less than average in terms of scope.	There is no written content.
Depth of Thought (25 points)	Student is able to draw conclusions, recognize patterns or demonstrate historical realities, based on the information used. In addition, there are many above average insights based on analysis of the evidence presented.	Student is able to draw conclusions, recognize patterns or make predictions based on the information used. In addition, there are some above average insights based on analysis of the events of the period.	Student is able to draw conclusions, recognize patterns or make predictions based on the information used.	Several conclusions, patterns or predictions are included, but most information is simple statements of fact.	Only 1 or 2 conclusions, patterns or predictions are included, but almost all information is simple statements of fact.	There is no depth of thought included.
Adherence to Turabian (10 points)	Paper adheres to Turabian in all cases for notes, bibliography, and style.	Paper adheres to Turabian in most cases for notes, bibliography, and style.	Paper adheres to Turabian in at least 75% of the notes, bibliography, and style.	Paper adheres to Turabian in at least 50% of the notes, bibliography, and style.	Most of the paper does not adhere to Turabian in the notes, bibliography, and style.	There is no adherence to Turabian in this paper.
Primary and Secondary Sources Cited (14 points)	The paper is based upon a significant body of primary sources. The paper also includes a comprehensive array of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is a superior.	The paper is based upon a significant body of primary sources. The paper also includes a comprehensive array of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is above average.	The paper is based upon many primary sources. The paper also includes an adequate number of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is average.	The paper is based upon limited primary sources. The paper also includes an adequate number of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is below average.	The paper is based upon little or no primary sources. The paper also includes a less than adequate number of secondary sources that provides limited context and body for the paper presented. The research and sources presented is well below average.	Sources are not cited.
Bibliography (6 points)	All resources used are listed in the bibliography, and all have the required information.	All resources used are listed in the bibliography, and most have all required information.	All resources used are listed in the bibliography.	One or two resources are not listed in the bibliography.	More than two resources are not listed in the bibliography.	There is no bibliography.
Spelling and Grammar (5 points)	Spelling and grammar is superior.	There are 1-2 mistakes.	There are 3-4 mistakes.	There are 5-6 mistakes.	There are 7-10 mistakes.	There are 11 or more mistakes.

COURSE POINT TALLY WORKSHEET

Major Exam 1	(25% of course grade)	_____
Major Exam 2	(25% of course grade)	_____
Research Paper	(25% of course grade)	_____
Final Exam	(25% of course grade)	_____
Course Average		_____

ACADEMIC INTEGRITY:

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and student environment all exist to educate students for Christian service and leadership throughout the world.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. As Christians, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is “*the way, the truth, and the life*” (John 14:6) and as one whose Spirit is “*the Spirit of truth*” who guides “*into all truth*” (John 16:13). If we, as people of God, strive to be like Him, then we will be about truth and truthfulness (Ephesians 4:20-25).

The most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Academic integrity is essential to the most effective development of a person’s intellectual skills and abilities. In its work to prepare students for the future, ACU must introduce students to the kind of professional censure they will encounter in the workforce. The university’s enforcement of standards of academic integrity and academic consequences are set as a way of drawing students’ attention to the greater consequences they will find in the professional world.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and

discourage misconduct by others.

DEFINITION OF ACADEMIC INTEGRITY

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

The following examples of **academic dishonesty** include:

- Acquiring answers for any assigned work or examination from any source not authorized by the instructor for the specific assignment, such as opening the book on a closed book test or using notes on a test when not authorized.
- Observing the work of other students during any examination or other assignments where inappropriate.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Gaining access to the content of any examination prior to its being given.
- Receiving, giving, or using unauthorized aid on an examination.
- Informing any person(s) of the contents of any examination prior to its being given.
- Providing answers for any examination or assigned work when not specifically authorized to do so by the instructor(s).
- Offering to sell or buy unauthorized aids or information for an assignment or examination.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Collusion with (an)other person(s) on an assignment for which the instructor has specified independent work.
- Using the work of (an)other person(s) in place of independent work.
- Permitting formal or informal tutors or editors to provide more than tutoring or editing, such as completing or rewriting work assigned by the instructor for the individual student to complete or write, or telling the student the steps in solving a problem rather than guiding the student to discover the proper steps.
- Altering, misrepresenting, or falsifying a transcript, course record or graded work to gain unearned academic credit.
- Agreeing to change or have changed academic records, including arranging for a grade or credit not earned.
- Offering or accepting a bribe related to academic work or records.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
- Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.

Plagiarism includes, but is not limited to, the following:

- Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

- Submitting for credit in whole or in part the work of others.
- Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

The full policy can be found at:

http://www.acu.edu/campusoffices/studentlife/judicial/Documents/Acad_Integ_Policy_20.pdf)

SPECIAL NEEDS (ADA):

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, students must be registered with Alpha Scholars Program and must complete a specific request for each class in which accommodations are needed. Any student who has a documented disability and wishes to discuss academic accommodations is invited to call the Alpha office directly at (325) 674-2667.

The contents of this syllabus are subject to change. Announcements of any changes will be made in class.

November , 2013
Dr. Vernon L. Williams
vwilliams@acu.edu

Re: Review of History 486.01: War and Society

Dear Dr. Williams,

Thank you for the submission of the application for the new course History 486: War and Society that you will be teaching. We reviewed the syllabus based on the [ACU Syllabus Guidelines](#). We found the syllabus to be very detailed, including the items specified in the guidelines, however, we found the following minor details, which you might want to check:

1. Formatting is not consistent within the document. For instance, you indentation schemes changes (indented for the paragraphs starting with "The mission of Abilene Christian University...", while most other paragraphs are not indented.) Alignment for item number 5 under "readings" should be changed as well to be consistent with the other four.
2. For the two paragraphs describing the course, you use "course content strategy" as a heading, which may be misleading.
3. You emphasize certain text in bold font as well as upper case. It may be redundant to have both. Upper case for entire sentences may be negatively perceived.
4. Page 7 is blank.
5. You have not included a description of the format of your class.

Please consider revising these items if making the recommended changes will help your potential students. If there are reasons that would justify not making the changes, please prepare to share them with the council when your course is submitted for approval.

If there is any aspect of the application or syllabus you would like to discuss further, please let me know and we can schedule a time. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Berlin Fang
Director, Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: January 11, 2014
TO: Dr. Ron Morgan
FROM: Mark McCallon, Library Associate Dean for Library Services
RE: Course Application for HIST 486 – War and Society

Based on the recommendation of Karen Hendrick, Library Liaison to the History Department, the library can adequately support the proposed course. Please contact Karen Hendrick at hendrick@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.