

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 222 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of History and Global Studies proposes the inclusion of the following course to the newly Created Historical Literacy menu in the University Requirements:

HIST 222 – American History II

(Please see attached explanation and syllabus.)

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A		A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A		A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A		A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A		A	A
5.	Major — Revision of major ^{4,5}	A	A	A		A		A	--
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--
7.	Major — Add ^{4,5}	A	A	A		A		A	A
8.	Major – Discontinue (proposed by the department or college)	A	A	A		A		A	A
9.	Major – Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A
11.	Minor — Revise course selection	A	A	A		I		I	--
12.	Minor — Add	A	A	A		A		A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A		A		A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A		A	A
16.	Degree – Discontinue (proposed by the department or college)	A	A	A		A		A	A
17.	Degree – Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A		A	--

		COUNCIL ³							Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R		A		A	A
2.	Minor – Discontinue (proposed by the Provost)	A	R	R		A		--	A
3.	Degree – Discontinue (proposed by the Provost)	A	R	R		A		A	A

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

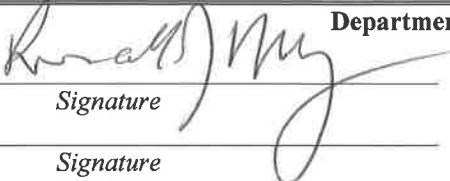
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	2/8/16
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

As approved by the UGEC and UUAC in January 2016, courses that satisfy the 3-hour Historical Literacy Requirement must fulfill the following criteria. [Note to Council members: Color-coding of the criteria shows their correspondence to SLO's and Measurements from the course syllabus (below).]

1. Students will demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.
2. Students will encounter and analyze primary sources in their historical context.
3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.
4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).

Student Learning Outcomes & their Measurement

Competency <i>Students will successfully ...</i>	Measurement <i>... through the following exercises.</i>
Demonstrate broad knowledge of the building blocks of U.S. history, including issues of gender and social diversity.	In weekly objective (short answer) quizzes over assigned readings, <i>identify</i> key persons, events, concepts, documents, conflicts, movements, as well as subaltern actors and voices, in U.S. history. In three major exams, <i>identify, describe, and analyze</i> the significance of key persons, events, concepts, or movements in U.S. history since 1865.
Interpret historical documents in their historical contexts.	Individuals will make weekly summative and analytical posts on assigned historical documents in Canvas; as small teams, they will discuss said documents in the classroom setting. Many of the documents will reflect subaltern perspectives (gender, ethnic, and socioeconomic diversity). On essay exams, students will use evidence from <i>primary sources</i> to make their historical arguments.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in U.S. history.	In three exams, critically compare and contrast cases, explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Examine and critique the process of historical narrative creation in public memory.	Through the "Greatest Generation" project, student teams will make oral presentation on themes from Tom Brokaw's influential book by the same title. They will subsequently interview an individual about his or her personal memories of WWII, transcribe the interview, and do written analysis of its content, particularly in reference to themes that emerged from class discussions of Brokaw's <i>Greatest Generation</i> .

HIST 222 – American History II
Prof. Ronald J. Morgan – Fall 2013

Contacting Dr. Morgan

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History Dept. Phone: 674-2370

Dr. Morgan's office: 674-2150

Office Hours: M & W 2-3 (History Dept.)

R 12:30-1:30 (Library Learning Commons)

Or by appointment

Course Times and Places

Mondays, 6:00-8:50 p.m.

Ad Building 329

Course Description

This course provides a broad overview of U. S. history since 1865. With significant attention to economic transformations, social struggles for equality and inclusion, and foreign policy, expansionism and war, we explore the processes that have formed the contemporary United States of America.

Christian Perspectives on Teaching and Learning History

My primary goal in teaching university students is to help form mature Christian actors who, through their ability to think critically and globally, as well as to write clearly, will make more useful contributions to the human community. My approaches and methods, therefore, are focused on forming such Christians.

My philosophy of teaching includes the goal of internationalizing students' outlooks on the world, including on their own national history. During 9 years as director of ACU in Oxford, that goal was easy to make explicit; in my new role on the Abilene campus, I continue to make it a priority in the classroom.

In my view, the study of history should be both intellectual and moral; professor and students should use their critical thinking capacities not only to describe what happened in the past, but also to discerningly cast judgments on moral good and evil, frankly identifying failures as well as triumphs, injustices as well as important ethical and political achievements. The study of U.S. history invites American students to cultivate the spiritual virtue of humility, truthfully acknowledging the ugly with the beautiful in our nation's past, acknowledge the failures and sins of our national story as well as its virtues. International students bring the fresh perspective of the outsider to our study of the American past, enabling the learning community to construct questions and draw conclusions that Americans might not discover in isolation. Ideally, we will together cast both a critical and empathetic eye to the human past, thus evaluating that past more evenly the human present and future.

Required Readings

Brokaw, Tom. *The Greatest Generation Speaks*. Random House 2005. ISBN-10: 0812975308 or hardcover limited edition from 1999.

Roark, James L., et al. *The American Promise* (Vol. 2) combined with Michael P. Johnson, ed., *Reading the American Past* (Vol. 2)

Zinn, Howard. *A People's History of the United States*. Volume I: The Civil War to the Present (2003). ISBN: 978-1-56584-725-5

Additional readings TBA, usually posted in Canvas.

Student Learning Outcomes & their Measurement

Competency <i>Students will successfully</i>	Measurement ... through the following exercises.
Demonstrate broad knowledge of the building blocks of U.S. history, including issues of gender and social diversity.	In weekly objective (short answer) quizzes over assigned readings, <i>identify</i> key persons, events, concepts, documents, conflicts, movements, as well as subaltern actors and voices, in U.S. history. In three major exams, <i>identify, describe, and analyze</i> the significance of key persons, events, concepts, or movements in U.S. history since 1865.
Interpret historical documents in their historical contexts.	Individuals will make weekly summative and analytical posts on assigned historical documents in Canvas; as small teams, they will discuss said documents in the classroom setting. Many of the documents will reflect subaltern perspectives (gender, ethnic, and socioeconomic diversity). On essay exams, students will use evidence from primary sources to make their historical arguments.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in U.S. history.	In three exams, critically explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Examine and critique the process of historical narrative creation in public memory.	Through the “Greatest Generation” project, student teams will make oral presentation on themes from Tom Brokaw’s influential book by the same title. They will subsequently interview an individual about his or her personal memories of WWII, transcribe the interview, and do written analysis of its content, particularly in reference to themes that emerged from class discussions of Brokaw’s <i>Greatest Generation</i> .

Demonstrating Student Learning Outcomes (i.e., Making the Grade)

A student’s *final grade* reflects his/her innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=92-100, B=83-92, C=74-83, D=65-74; an F reflects a course average below 65%.

I. Participation in the classroom (20%)

- a. Evidence of completion of readings prior to class meeting; oral contribution to the learning process (10%); this will include scores on periodic short reflections in Canvas in response to assigned readings from Zinn, *A Peoples History*. [Follow the links to “Reflections on Zinn.”]
- b. Individual Written Postings & Team Oral Presentations on Primary Documents (10%)
Guidelines:
 1. Locate your team in Canvas [Choose left tab for “Student Teams.”]
 2. Each week, check Canvas to find your team’s assigned primary source. Dr. Morgan will post reading assignments no later than Thursday at 5:00 p.m. [Follow the links:

- “Student Teams,” then “Team Posts 9.2.13” (or relevant date), then team number and document number from *Reading the American Past* (e.g., Team 1, 16-2).] By noon on Monday, post a written summary and analysis of your assigned document in Canvas. See “Requirements: 1ary Source Summaries” on left margin in Canvas. [Note: Dr. Morgan will periodically assess your individual posts for quality.]
3. Bring an accessible version of your individual post to class on Monday night.
 4. During the designated class time, discuss your assigned document and collectively create a summary and analysis of your primary source & present it to the class.
 5. After the Monday night class, a designated team member will review team members’ posts and create a final synthesis based on the best elements of those posts. Post this summation in the designated space in Canvas by the next Thursday at midnight. [Follow the links: “Primary Source Summaries,” then “Summaries for 9.9” (or relevant date).]

II. Pre-classroom short-answer quizzes over readings – in Canvas (10%)

III. Essay examinations (3x17%=51%). On three essay exams, you will demonstrate the ability to explain major themes and processes in U.S. History, using primary sources as evidence.

IV. Oral History project: *The Greatest Generation* interview (19%). Se details on p.4.

Course Calendar

Please Note: Assignment in right column is due on corresponding date in the left column.
Abbreviations (in right column): RAP = *Reading the American Past*; AP = *American Promise*.

Date	Topic	Assignment
Aug.26	Post-Civil War Construction	AP 16
Sept.2	Contending for America’s West	AP 17; Zinn 1
Sept.9	Business & Politics in the Gilded Age	AP 18; Zinn 3
Sept.16	Urbanization, Social Change & U.S. Empire	AP 19, 20 (638-51, 658-end); Zinn 4
Sept.23	U.S. Progressivism	AP 21
Sept.30	America in the Great War	AP 20 (651-4), 22; Zinn 6 <i>Three 8.5 x 11 Blue Books due</i>
Oct.7	Exam 1 (6:00) The Roaring [Boom to Bust] Twenties	AP 23
Oct.14	Great Depression, Dust Bowl, and New Deal	AP 24
Oct.21	World War II	AP 25; Zinn 8
Oct.28	(Dr. Morgan absent on this night; class ended at 7 p.m. after research in the Milliken)	<i>Milliken Special Collection, 6 pm</i>
Nov.4	Cold War in U.S. Domestic Life & Foreign Policy	AP 26, 27 (to 909) <i>Milliken Special Collection, 6 pm</i>
Nov.11	Brief reports on pamphlets from Donner Collection of the Milliken Special Coll. Exam 2 (7:00)	
Nov.18	In the Shadow of Vietnam	AP 27 (909-end), 28-29; Zinn 9; + one primary source from RAP Step 1 of “Greatest Generation” is due
Nov.25	America moves to the Right Globalization & America since 1989	AP 30-31; + Zinn TBA

Dec.2	Exam 3 (6:00)	
Dec.9	Final Exam (6:00 p.m.)	"Greatest Generation" Projects

Greatest Generation Paper (HIST 222)

This project has the purposes of exploring the social history of the United States during World War II, developing skills in oral history methodology, and preserving the personal stories of surviving members of what Brokaw calls "the greatest generation."

1. In assigned teams, post analysis of interviews from *one* chapter of *The Greatest Generation*. Subsequently, make team presentation of themes and details that emerge from those narratives.
2. Choose an individual to interview; contact them for approval and to set an interview date. By Monday, Nov. 18, report this information to Dr. Morgan, along with a list of 6-8 questions that you plan to ask.
3. Interview the person and prepare a transcript of that interview in question and answer format. (Minimum 3 pages, single spaced; due Thurs., transcript is due with the paper on Dec. 9.)
4. Based on the one-on-one interview and the selected readings from *The American Promise*, *Reading the American Past*, *The Greatest Generation* and *The Greatest Generation Speaks*, write an analytical paper that allows you to examine macro-history (big picture) at the micro-history (personal) level. In other words, how does your interviewee's personal story reflect the greater social story of World War II in America? (Required minimum 1,500 words, plus cover page and bibliography. Due date is Dec. 9, 6 p.m. (In lieu of a final exam, we will discuss these projects and read aloud short excerpts from them.)

An "A" paper will be well structured and narrated, will place the individual's story into the national and international contexts, and will include insightful personal analysis.

GUIDELINES FOR SUCCESSFUL HISTORICAL WRITING

The reader of a thoughtful paper gets the sense that the writer has thought long and hard about the subject. The writer's intention, which should be clear throughout the paper, is established in the paper's first paragraph with a statement known as a thesis or claim. (Hint: I would suggest transforming my generic assignment titles into a title that reflects your thesis and focus.) The paper's conclusion should not merely restate what has already been said (although summaries are useful), but offer some final insights. For example, you (the writer) might extend the insights gained from your particular research to other issues, explain the larger point in different terms (perhaps with concluding analogy or story), qualify the claims in the paper, or suggest practical responses to the argument. In terms of analysis, the thoughtful writer recognizes the complexity of the subject, examines it from more than one angle, and refuses to treat the question in simple black and white terms. She also knows how to prioritize. Rather than try to touch on too many topics, the thoughtful writer will know how to limit her discussion to what is most relevant.

The reader of a clear paper has little problem following the writer's argument or understanding her explanations. The language is concrete and specific, not vague and abstract. A good rule of thumb is to be concise, and write in the active voice rather than in passive voice. You can make your paper clear by working well at 4 levels: Overall skeleton (from Introduction to Body to Conclusion), paragraph (well-developed, with a single major idea and internal coherency), sentence structure and

word choice. In terms of the overall skeleton, it should be clear to the reader how each part of the paper relates to the thesis. Linkages are also important, so employ good transitions between one paragraph and another, or between one sentence and the other. For instance, to begin a paragraph, don't say "Another point is . . ." but "What is less obvious, perhaps, is . . ." This transition shows us that the paper is moving from more obvious points or reasons to less obvious ones.) Finally, write as if your reader is not aware of the historical problem and contexts you are treating and needs you to provide essential background information. That means, among other things, that whether researching an historical problem or analyzing an historical text, the writer must explain the historical context.

The reader of a cogent paper should, in the end, feel persuaded or at least powerfully struck by the coherence and sensibility of the argument. A cogent paper, of course, offers plenty of evidence, reasoning, and explanation for its claims. Cogent papers also imagine readers' objections and questions, and attempt to meet or grant those. Since this is historical research, the writer must have understood the historical sources and employed them effectively.

The reader of the technically sound paper will be able to proceed without the hindrances of grammatical errors and sloppy writing. Moreover, he or she will be able to check direct quotations for their accuracy. Therefore, the writer must provide the reader with a complete bibliographic reference for all sources used directly (through quotation) or indirectly (for general information referred to in the paper). At the end of your paper, provide a bibliography with full citations.

General Policies for this Course

Attendance policy: A student does not gain points by attending, but may add points to or lose points from the final course average by missing class, as follows: 0 = +1; 1=0; 1.5=-1; 2=-2.5; 3=-4; 4=-9; 5 = -13; 6 = -20; 7 = fail. (Note: I do not distinguish between "excused" and "unexcused" absences; any and all misses are included in one's attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss. Missing half of the Monday night session counts as 0.5 misses.)

Late Work: Unless I approve an extension prior to an assignment's due date, a late project will be penalized 1 letter grade for the first day late and one-half letter grade per day for each additional day late up to one week. After that, the assignment, if completed, will receive an "F," (i.e., 55%).

Weekly quizzes: Take-home quizzes are assigned for some, but not all, weeks. They are to be completed prior to 5 p.m. on Mondays. The purpose of these quizzes is to reward completion of assigned readings, as well as to prepare the student for that week's classroom interactions. Each quiz covers the reading assignment for the present week, as well as the previous week's classroom material.

Note: Because the quizzes are completed on your own time outside of the classroom, there are no make-ups.

Essay Exams. There are 3 essay exams. *A make-up exam may be possible* in the following circumstances only: (1) Absence due to your participation in an official ACU-related activity; you must request and complete a make-up exam **in advance of the original exam date**; (2) Illness or family crisis; you may bring written medical (or otherwise appropriate) proof and arrange to make up the exam within one week of the original exam date. **Be on notice! No make up is offered** for any personal preference reasons (travel, non-emergency medical, etc. – Before you arrange such things, check your syllabus and avoid exam dates).

If you **miss an exam for an unexcused reason**, you will receive a grade of zero.

NOTE: You must bring two 8.5" x 11" exam blue books to class by Monday, Sept.30. Please write your name and the course number on the cover. Failure to turn these in on time will result in a 5-point deduction from your first essay exam score.

Academic Integrity: It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Consequences for violations** include a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

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, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Policy on phones, social media, or recording in the classroom

Please set cell phones to "silent" during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Policy on questionable material

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- *Does the material simulate or portray actual life experience that enhances the learning potential of this course?

*Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?

*Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

General Guidelines for Student Communication, Discussion and Wiki Content

The online environment is such that opportunities exist for students to post items that may not be tasteful or appropriate. Students, faculty and facilitators are expected to participate in all interactions with a tone of congeniality, professional courtesy, morality and Christian standards. The following items are not considered appropriate.

- * Content that may infringe on the rights of a third party.
- * Items that make inappropriate use of hate or racist symbols or materials that glamorize the actions of hate or racist organizations or their leaders, past or present.
- * Use of marks that signify hate towards another group of people.
- * Inappropriate content, nudity or images that defame (deprecate) the human body.
- * Content that exploits images or the likenesses of minors.
- * Obscene and vulgar comments and offensive remarks that harass, threaten, defame or abuse others.
- * Content that glamorizes violence, is obscene, abusive, fraudulent or threatening.
- * Content that glamorizes the use of "hard core" illegal substances and drugs.
- * Use of God's or Jesus Christ's name, image or representation in a way that is offensive, as determined by Christian standards and the standards of Abilene Christian University.

The list outlined above should NOT be construed as an exhaustive list of offensive material but rather as a general guideline for you to follow. The lead teacher of each course will determine whether your content is in compliance with the guidelines outlined on this page. Both the lead teacher and the facilitator retain the right to immediately remove any content that is deemed inappropriate.

Sanctions for Flagrant Abuse of above guidelines

If the facilitator and the lead teacher determine that a student has flagrantly abused the conduct standards as delineated above, the lead teacher will submit a request in writing to the department chair that the student be removed from the course with a failing grade. Documentation of the offense(s) must accompany the request. The student will receive a copy of this request as it is submitted. The department chair will make the final decision.

Upon determination by the department chair that the infraction is deliberate and flagrantly abuses the conduct standards, a request will be submitted to the Dean of the Graduate School that the student be removed from the program. The student will receive a copy of this request as it is submitted. If a student is removed from a course or from a program, he or she may appeal the decision using the established ACU academic appeal process at: <http://www.acu.edu/campusoffices/registrar/suspension.html>.

Contacting Dr. Morgan

To visit with me about the course, an assignment, or life in general, please send me an email.

When you email me, please do the following:

- Include HIST222 and your name in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
- Label any attached document with your last name and a descriptive label (e.g., Smith Greatest Generation).