



SHORTER COLLEGE

Department of History and Political Science

Student Handbook

2006-2007

Mission of Shorter College

The Mission of Shorter College is to provide quality higher education, enabling and encouraging student commitment to active life-long learning, personal spiritual values, responsible citizenship, and community and societal leadership in a global context.

The College seeks to accomplish this Mission through quality undergraduate liberal arts programs, specialized professional programs, and select graduate programs. Geographically distant locations provide educational opportunities to individuals who are unable to attend classes in a traditional setting. The College affirms a commitment to the Christian faith and strives to integrate Christian values within a nurturing community in its whole process of education.

Educational Principles for Undergraduate Programs

Shorter College provides a curriculum and an educational environment that:

- I. Effectively immerses students in the historical, scientific, and cultural bases for contemporary civilization by combining intellectual discovery with critical thinking.
- II. Engages students in a discussion of the values that bind together our society in general and the Christian community in particular.
- III. Ensures that students reach the levels of skill in written and oral communication, mathematics, technology, and information literacy necessary to take full advantage of college course work and that they continue to exercise and enlarge these skills.
- IV. Persuades students of the value of integrating knowledge and forming relationships among courses and between acquired knowledge and new ideas.
- V. Promotes in students the habit of acting on their responsibilities as members of our society and of the world community.
- VI. Promotes in students the habit of enriching their lives through the arts and religion.
- VII. Promotes in students the habit of maintaining physical, spiritual, and emotional health and well-being.
- VIII. Prepares students for careers or further education.

Student Outcomes
B.A. and B.S. in History and Political Science

Majors will:

1. Demonstrate knowledge of human, social, political, cultural, and intellectual systems.
2. Demonstrate the ability to conduct thorough research, using appropriate sources.
3. Use critical thinking skills.
4. Evaluate differing historical interpretations and political theories.
5. Create valid theses for their research.
6. Demonstrate competency in writing skills.
7. Orally present their research in an effective manner.
8. If seeking certification for secondary teaching in history and political science, be prepared for their professional careers.
9. Be able to integrate knowledge.
10. Develop an awareness of the diversity of human experiences and of human relationships.

History and Political Science Department Faculty

**Dr. Terry Morris,
Professor of History
B.A., Shorter College
M.A., Emory University
Ph.D., University of Georgia**

Dr. Terry Morris has become synonymous with Shorter's Department of History and Political Science. He has taught here for forty-two years. Dr. Morris received his B.A. degree at Shorter College in 1964. He went on to obtain his M.A. in History from Emory University in 1966, and later his Ph.D. in History from the University of Georgia in 1976.

Dr. Morris' teaching areas encompass various aspects of history, specifically European and World history. In addition to being a History Professor, Dr. Morris is the director of Shorter's Honors Program, the Academy of Aristeaus. He also teaches many of the College's Interdisciplinary Courses. He additionally serves as a freshmen advisor and has led a Mayterm trip to England and Scotland.

**Dr. Dwight Cassity,
Associate Professor of Political Science and Chair
B.S. in Education, Manchester College
M.A. in Political Science, Miami University
Ph.D. in Political Science, Miami University**

Before coming to Shorter, Dr. Cassity taught Social Studies from 1973-74 at Paulding Co. H.S. in Dallas, Georgia. From 1976– 2005, Dr. Cassity taught American Government, International Relations, and Comparative Government at Georgia Highlands (Floyd College). As Associate Professor of Political Science, Dr. Cassity teaches courses in International Relations, Foreign and Defense Policy, American Government, Comparative Government, Presidency, and Congress.

He obtained his B.S. in Social Studies/Secondary Education in 1973 from Manchester College in North Manchester, Indiana. He achieved his M.A. in Political Science in 1975 from Miami University in Oxford, Ohio. He also received his Ph.D. in Political Science there in 1983, doing his dissertation on *American Deterrence Strategy in the 1970s: Internal and External Determinants*.

Dr. James M. Scarry
Assistant Professor of History
B.S. in Education, Kent State University
M.A., Kent State University
Ph.D., Miami University

Dr. James Scarry comes to Shorter College from Northeastern Ohio where he taught history at Cleveland State University, John Carroll University, and Ashland University. He earned his doctorate in the History of Foreign Relations at Miami University in 1998 and his masters in Modern German History at Kent State University in 1986. Dr. Scarry is also a Fulbright Scholar after receiving a grant to teach American History at the University of Turku, the second largest university in Finland, during the 2001-2002 academic year.

Dr. Scarry teaches courses in both Modern European and American History including American Foreign Policy, The Cold War, Modern Germany, World War II and the Civil War. In addition to his teaching duties, Dr. Scarry serves as the faculty advisor for Eta Pi Sigma, Shorter's history and political science club, and as Shorter's Director of Museums and Archives.

Admission to Programs

To become an official student member within the Department, one needs to choose the History and Political Science degree program (B.A. or B.S.) as your major field (and if desired, declare a minor in another field of college study). The Declaration of Major Forms are available in the Registrar's Office. One copy goes to the advisor. There is no deadline on the declaring of one's major, but the sooner you can decide-the better (in terms of a timely completion of your degree program and graduation).

All History/Political Science Majors **must achieve at least a grade of C** in all of their History and Political Science Coursework for successful completion of the major's requirements.

Those students who seek **teacher certification** should identify themselves to the Education Department, as well as to their advisor by the end of the sophomore year. Requirements: A formal application may be acquired from the Administration Assistant, Mrs. Sallie Samples. Certification for secondary school teaching is offered in History. This requires having a major in History/Political Science and a **grade point average of at least 2.5**.

Senior Checkout

At the end of the student's junior year (**two semesters before anticipated graduation**), the advisor will ask the student to fill out an application to graduate and will review the student's records to determine remaining requirements for graduation. The advisor will then submit the application (one's major and minor (if a minor is desired)), and a "senior checkout" form to the registrar. If the registrar finds any problems, the registrars' office will contact the student and advisor.

There may also be an announcement in the *Hawkeyes* for the seniors to make an appointment with the Registrar. This is not necessary if the major advisor has turned in the senior checkout. Check with your major advisor before making an appointment with the Registrar.

Process for Handling Disputes

The process for handling disagreements with a professor is explained under "Appeal of Grades" in the catalog. **First, speak with the professor** regarding the issue or problem. If that does not resolve the issue, **then discuss it with the department chair**. Finally, if satisfaction is not achieved through the department chair's assistance, **then you may discuss the problem with the Dean of the School of Education and Social Sciences**. Only after these individuals have been consulted, should one approach the college Provost.

Grading Policies

See the college catalogue, Student Handbook, and courses syllabi for the grade equivalents and other grading policies, including those regarding cheating. The college catalogue also outlines the grade appeals process.

Requirements for History and Political Science Majors

All history and political science majors are required to complete four assessments of their skills and abilities. These are the introductory **methods** class (History 23 10), an **internship or student teaching experience, a Senior Thesis, and a Senior Exit Exam**. Course requirements for 23 10 are provided in the catalog and on the instructor's syllabus. The Department has adopted A Manual for Writers, 6th Edition, by Kate L. Turabian as the style manual. This booklet is required in History 23 10. It is based on The Chicago Manual of Style.

To avoid **plagiarism**, a serious academic offense which results in a "0" for the work involved, majors must cite their references for all information derived from their sources. Direct quotations must also be set apart by quotation marks or text indention for long quotes. By paraphrasing information from your sources as you take notes, and providing proper citation information in your papers you will avoid the crime of plagiarism. The College Academic Dishonesty Policy, printed in the college catalogue, is strictly enforced in this department.

The Senior Exit Exam is designed to test students' knowledge base in the major and critical thinking skills. Information on the internship and the Senior Thesis follows this section. Course requirements are shown on the major sequence sheets that may not be obtained from your advisor or the Registrar's Office.

Secondary Education

Please rely on the Teacher Preparation Program Handbook produced annually by the Education Department for accurate, up-to-date information on program requirements.

INTERNSHIPS

Overview

Internships are required (**unless you do student teaching**) for all majors in the History and Political Science Department. See the Department Chair, who supervises the history and political science internships.

What is an internship and how does it differ from a job?

An internship is a short-term work experience with an employer in a career field of interest to you. It emphasizes learning on the job rather than earning. It provides a chance to observe the work, to gain on-the-job experience and to learn how you like the field. It may take place during a summer, a term off from school, or part-time during the school year, depending on your needs and the requirements of your major.

Most students sign up for the History 4050 Internship option that is a 3 hour course and requires a total of I 10 service/activity hours of work. There is, however, a History 4060 Internship option that is a variable credit course from 1-6 hours for student flexibility in completing the internship requirement. The student must still complete at least a total of I 10 service/activity hours of work, but may (given special circumstances/interests) pursue more service/activity hours if desired.

Why is an internship important?

Related experience is a very important factor employers use when hiring employees. Internships can offer you actual hands-on experience in a field of interest. Internships can also help you test your skills and interests in that field. It will give you practice in some valuable job hunting skills, such as creating a resume and interviewing. Internships can also provide you with useful contacts and possibly a reference for future employment.

How do I find an internship?

Check the library for national directories which cite internship programs. Our librarians will be happy to assist you. Also talk with the head of your academic division about your interests, and learn of contacts which he or she may have. Any organization in a field of interest related to history or political science is a potential option. Explore the organization, see where you might fit in best, and propose a plan to your academic internship supervisor and the employer.

Why do employers like internships?

They like the enthusiasm and dedication of the interns. Further more, for little cost, they get to preview prospective candidates for employment, and if they really like you they may offer you a job after graduation.

Important Guidelines for Student Interns

Internship Approval

1. Meet with your academic internship supervisor first. Then contact the potential work supervisor and create a specific plan for the internship which will be accepted by both the work supervisor and your internship supervisor. Pick up the internship form from the Registrar and complete it carefully and provide a copy of a detailed plan of work and specific purposes or projects of the internship. Also include the number of times you will consult with the faculty supervisor during the internship and the type of final report you will provide.
2. Remember that we require 10 hours of work for a 3 hour course
3. When you turn in the approval for the study form at the time of registration, you are agreeing to the requirements stated on the form.

Attendance

A schedule of days and hours will be established with the work supervisor, and the intern is required to attend every session. If you are ill, notify your work supervisor prior to the expected time of arrival. This is not just a matter of common courtesy. The supervisor and the college are also concerned for your safety. If it is necessary to miss an additional work day, let the supervisor know in advance. It is the responsibility of the student to arrange to make up any hours missed. Absence without notifying the supervisor will be reported to the faculty supervisor. Students who do not complete the requisite field hours may not receive credit. Punctuality and appropriate attire are expected of any intern.

Confidentiality

Interns become a part of the organization where they are working. Some offices include the student in areas of discussion or in projects which require confidentiality. This might occur in a medical or legal setting where the student has access to information about patients or clients. It might involve a computer project with private information concerning company policies or data on clients. Any intern must use discretion when discussing an internship with fellow students. Confidentiality must be respected at all times.

Remember that you are not only representing yourself, you are also representing Shorter College. This is an opportunity for you to create an impression of your college in the community. Please let it be a good impression.

**EMPLOYER'S EVALUATION
HISTORY AND POLITICAL SCIENCE INTERNSHIP
SHORTER COLLEGE**

Please complete the following evaluation for _____ for an
internship during _____ semester of academic year _____.

Responsibility _____

Attitude _____

Cooperation _____

Creativity _____

Dependability _____

Independence _____

Chances for success in the field _____

Please discuss the student's work on the special project. How successful was it? _____

Comments/Insights: _____

If you were assigning a grade for the work the student has performed for your institution, would it be A B C D F ? Please circle.

Name _____

Position _____

Institution _____

Signature _____ Date _____

Senior Exit Exam

A test of students in critical thinking skills and subject area knowledge is seen as a capstone requirement of all graduating seniors. This exam should be taken in the **last semester of the senior year**. See the Department Chair to make arrangements. The intention of the exit exam is not to be punitive. We would like to get insights as to what you have learned, which will also assist the Department in improving our programs and offerings. Effort will be made to fit the exam to the subjects you have studied in History and Political Science courses.

Senior Thesis

Preparation for this task begins in History 23 10, which is directed towards teaching the student proper research skills and methods that all History/Political Science graduates need. The student will contact Dr. Scarry, who is responsible for the coordination of all senior theses (**two semesters before anticipated graduation**). The student will select a "first reader" and "second reader" from within the History/Political Science Department faculty, who must approve the research topic and its ultimate acceptance. **The student should assume that their initial submission will require both revisions and improvements in the areas of research, writing, and documentation. Please note that students are to make every effort to incorporate primary resources in their thesis.**

The student may select a topic they have recently become interested in or utilize a research paper from another upper level history or political science course to serve as the foundation of the senior thesis. The research product produced must be **approximately 20 pages in length and conclude with proper documentation (check with Dr. Scarry for details)**. The two professors will evaluate your research project using the rubric and evaluation forms attached to this handbook.

* Students who are seeking teacher certification should complete this requirement prior to student teaching.

* Excellent papers are submitted to journals for possible publication. Opportunities are also available for presenting papers at professional meetings.

**SENIOR THESIS
HISTORY/POLITICAL SCIENCE**

STUDENT: _____

READER: _____

DATE: _____

Use of thesis _____

Proof of thesis _____

Organization _____

Clarity of Thought _____

Use of sources or works cited in paper
(Sources selected and how used to
write the paper) _____

Documentation
(Notes and Bibliography according
to an approved style manual) _____

Grammar and Style
(Includes spelling) _____

Revision _____

TOTAL POINTS _____

SCALE: 0=FAILURE
 1=POOR
 2=AVERAGE

3=GOOD, SOLID WORK
4=EXCELLENT

20 or more points are required to pass. A "C" is 20-22; A "B" is 23-26; An "A" is 27-30.

COMMENTS: _____

SENIOR THESIS RUBRIC

Excellent (4 points)	Above Average (3 points)	Average (2 points)	Below Average (1 point)	Unacceptable (0 points)
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Use of Thesis

		Clear thesis.	Unclear thesis.	No thesis.
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Proof of Thesis

Fully developed support for thesis.	Adequate supporting points.	A few supporting points.	Insufficient supporting points.	No support for thesis.
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Organization

Entirely clear chronological or topical organization.	Some minor points out of place, but overall clarity.	Numerous points out of place, but overall clarity.	Major sections out of order.	No organization; just random information.
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Clarity of Thought

Entirely clear, easy to follow, straightforward.	Generally clear with some minor unclear concepts.	Several unclear ideas that limit comprehension.	Generally vague and unclear throughout paper.	Confusing or incomprehensible language.
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Research

Thoroughly researched using appropriate primary and secondary sources	Adequately researched using secondary sources and some primary sources.	Researched using secondary sources but inadequate use of primary sources.	Poorly researched, exclusively using secondary and questionable sources.	Inadequate and unconvincing research, few and inappropriate sources.
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Documentation

Thorough documentation; following approved style (Turabian).	Adequate documentation; generally following correct style.	Adequate documentation; does not follow correct style.	Insufficient documentation; sources cited incorrectly.	Plagiarism; sources not provided.
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Grammar and Style (includes spelling)

Few grammatical or stylistic errors.	Some minor grammatical or stylistic errors.	Several annoying grammatical or stylistic errors.	Numerous grammatical or stylistic errors.	Complete paper revision necessary.
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Revision

Significantly improved paper.	Adequate revision.	Passable revision.	Minimal revision.	No revision completed.
Excellent (4 points)	Above Average (3 points)	Average (2 points)	Below Average (1 point)	Unacceptable (0 points)



**Note: Incomplete sentences automatically earn a "1."
 The minimum number to pass in each category is a 2.
 A "0" in any category is an automatic failure.
 Revised August 2006**

Department of History and Political Science
Senior Thesis Agreement Application

Name of Student: _____ Graduation Date: _____

E-mail Address: _____ Local Phone: _____

Thesis Title: _____

Attach a typed one-page description of your project specifying your research question, selected readers, an explanation of primary and secondary sources and methods to be used, and the significance of the project to the discipline.

_____ The project has been approved without modifications or stipulations

_____ The project has been approved with the following modifications or stipulations:

Applicant Agreement

I understand and agree to the suggested revisions of this project.

I will regularly check the e-mail address listed above for information regarding the thesis and will notify the Coordinator of any address or telephone number changes.

I agree to meet regularly (**at least once every two weeks**) with the Thesis Coordinator or my Readers as specified.

I will meet all requirements and deadlines as specified.

I will notify my thesis committee in writing of any changes to the project and will submit a new Agreement Application Form as needed.

Student's Signature: _____ Date: _____

Thesis Coordinator: _____ Date: _____

First Reader: _____ Date: _____

Second Reader: _____ Date: _____

Tips for Writing Papers in History and Political Science

[Keyed to Strunk and White, *The Elements of Style*, 3rd edition]

1. Thesis Statements [II,12; V,3]
2. Outline [II,12; V,3]
3. Use of “I think” or “I believe” – In a paper that is supposed to be a neutral objective assessment of an issue [V, 1; V,17]
4. Ideas that bounce around – cover a topic then move on to next idea – don’t then come back to an earlier idea [II,13; II,18]
5. Vague end of paragraph references [II,13]
6. Papers that lack a clear introduction and papers that lack any attempt at a conclusion [II,12; V,3]
7. Jargon, Slang and Colloquialisms [II,16;III; V,9;14;15;16;18;20;21]
8. However, [IV]
9. Passive Voice [II,14]
10. Use Past Tense [II,21]
11. Be Positive and Definite [II,15;V8]
12. Don’t Overstate [V,7]
13. No one sentence paragraphs [II,13]
14. Variety of Sentences and Subjects [II,12;V,3]
15. “As mentioned earlier. . . .” [V,1;5;6]
16. Rhetorical Questions [V,6;19]
17. Proofread [V,5]
18. Separate Classes + Separate Assignments = Separate Papers
19. Novels – All books are Novels
20. Misspell the Professor’s name
21. Use the correct appellation