

Amanda E. Bishop

EDUCATION:

University of Central Arkansas, Conway, AR

M.A. in History, December 2011

Master's Thesis: "In Pursuit of Sweet Trade: British Military Activity and Economic Impact in the West Indies, 1793-1815."

Thesis Advisor – Dr. Roger Pauly; Committee Members: Dr. Don Jones and Dr. Buckley Foster.

University of Central Arkansas, Conway, AR

B.A., *cum laude* in History and English, May 2004

Honors Thesis: "Manners and Morality: Seeking Signs of Regency Social History through the Works of Jane Austen"

Thesis Advisor – Professor Doug Corbitt; Second Reader – Dr. Jane Simonsen.

FELLOWSHIPS AND AWARDS:

Travel-Abroad Research Grant, University of Central Arkansas, 2007

Certificate in Effective College Instruction, The Association of College and University Educators (ACUE) and the American Council of Education (ACE), June 2022

TEACHING AND RESEARCH INTERESTS:

18th-19th Century Social and Cultural British History; Britain and the Empire; British History through Literature; Gender and Empire; French Revolution and Napoleonic Wars; Regency Social and Cultural History; Victorian Social and Cultural History; Regency and Victorian History through Film adaptations; 1920-1945 American History; 18th Century West Indian History; Medieval European History; The Progressive Era; History of the Roman Republic; History of the Roman Empire; Imperialism in Africa; Imperialism in India; the American Revolution; the Market Revolution; America during the Great Depression.

TEACHING EXPERIENCE:

Adjunct History Instructor, January 2013-Present

Taught online sections of World Civilizations 1 (HIST1311), World Civilizations 2 (HIST1312), and US History since 1877 (HIST2312) for Pulaski Technical College (now University of Arkansas – Pulaski Technical College).

Using Blackboard, my online courses require students to: Complete weekly textbook and lecture readings (lectures given in PowerPoint and .PDF formats); Participate in discussion assignments over relevant or assigned topic questions (originally given on a weekly basis; have adjusted the number down to five over the course of the semester); Complete weekly quizzes (for ten weeks of the 16-week semester); Write a minimum of two historical essay papers over the course of the semester (one comparative essay and one research paper, OR primary document essays and a research paper); Complete three to four exams over the course of the semester, plus a comprehensive final exam.

I also daily and weekly monitored emails and discussion forums to answer questions and provide assistance to students as needed. Graded weekly assignments so students maintained an accurate representation of their grades in my course. Provided extra credit opportunities for students in the form of historical documentary-based quizzes, quizzes based upon excerpts from primary and/or secondary historical sources, or writing short-essays over historical articles or excerpts from secondary historical works. (For example, for HIST 1311, I provide them with an excerpted chapter of Paul Cartledge's *The Spartans: The World of the Warrior-Heroes of Ancient Greece*.) I also have administered stand-alone assessment exams one to two times per semester to keep in accordance with department and college regulations, and in the last couple of semesters have adjusted to assessing the essay portions of my students' exams in order to gather assessment data which I have forwarded on to the assigned full-time faculty who have been put in charge of that task.

I have taught traditional face-to-face classes of US History to 1877 (HIST 2311), US History Since 1877 (HIST 2312), and History of World Civilizations 1 (HIST 1311). Students are required to regularly attend lectures, complete weekly textbook readings, complete pop quizzes and exams, write short primary document essays (2 pages each), and complete a research paper project on a topic relevant to our course over the course of the semester or I require them to write a comparative essay using a relevant film or novel from popular culture and content from our course. I record attendance from each section for each time that class meets, and encourage attendance by awarding them attendance grades. I have also created relevant extra credit assignments administered via Blackboard, or include a limited number of extra credit questions on exams. Extra credit material is typically based upon primary or secondary readings, interesting secondary articles or podcasts relevant to topics we cover in class, or even relevant popular culture cross-overs (ie, music from the Broadway show, *Hamilton*). Also assess exam essays as a means of assessing student progress in accordance with department and college regulations.

Part-Time Instructor, August 2021-May 2022; Fall Semester 2023; Fall Semester 2024
Taught two face-to-face sections of HIST 2302 – America in the Modern Era: US History since 1877 during the Fall 2021, Spring 2022, Fall 2023 and one section in Fall 2024. Taught one face-to-face lecture section of HIST 2301 – The Making of America in Fall 2024. HIST 2301 and HIST 2302 in Fall 2025.

For these courses, I created and gave in-person lectures with corresponding PowerPoints during our scheduled class time. Created and administered quizzes over chapter content – either in-person during class or online utilizing Blackboard. Created and administered exams in person over the course of the semester. Directed/led class discussions in person periodically during the course of the semester. Helped teach students how to use the Chicago style of citations (used in history discipline). Created handouts, rubrics, and instructions and presented them to students on the first day of class so they would have a reference guide and expectations for the course clearly laid out for them for the course. Helped guide students in independently chosen historical research paper topics that corresponded with our course (broken down into smaller, manageable chunks over the course of the semester). Maintained weekly office hours to assist students outside of class. Monitored email daily to assist students outside of class. Utilized Zoom to hold virtual class for any students who contracted COVID-19 or other transmittable illnesses so they could still attend class while ill. Created and utilized Extra Credit assignments to help students learn more about Modern American history (i.e., practice chapter quizzes). Utilized skills learned during the ACUE courses I was completing to have students help create quiz and exam questions, give time for students to ask for points of the course to be clarified or to request more information on, etc.

In my Fall 2023 and 2024 sections I have additionally begun implementing Fish Bowl Discussions in class whereby we discuss primary documents that fall within the scope of that week's or unit's overall time period so that students can see how people wrote or experienced life during the time period we are studying, teach them preparedness and responsibility when it comes to attending class, and empower the students to learn how to be in charge of a discussion and effectively communicate with their peers as they discuss the different things that stood out to them about the documents and how their opinions varied as they filled out the Fish Bowl Discussion Assignment Questionnaire to prepare for class. A few students' names would be drawn at random at the beginning of class (unless they wanted to volunteer to be a part of the Fish Bowl Group), and those students will then lead the discussion for a portion of the class; the other students listen and then take notes and can ask questions during a closing Q&A session. I usually only require them to do this once a semester. I have gotten a lot of positive feedback from students about this type of assignment (and my introvert students always let me know how much they did not enjoy it).

Guest Lecturer, 2010

Taught two classes of American Nations II in Spring 2010 for Dr. Kim Little. Gave lectures, provided students with PowerPoint outlines and images to help with the lecture, administered quiz, and answered any questions the students had about the information given in the lecture.

Graduate Assistant, 2006-2008

Taught two sections of World History II for four weeks during Spring 2007 for Instructor Sarah Charton; led weekly class sessions, administered and graded quizzes and exams, created special in-class discussion assignment, and determined final grades. Gave lectures in World History I and II, American Nations I and II for faculty as requested; Graded exams and quizzes for entire History Department faculty; tutored undergraduate students as needed.

Undergraduate Honors Course, 2004

Created and taught interdisciplinary class based on Undergraduate Honors Thesis. Created curriculum, composed quizzes and paper topics, led weekly class discussions; graded all written work, including term papers, and determined final grades. Supervised by Professor Doug Corbitt (UCA Honors College).

RESEARCH EXPERIENCE:**University of Central Arkansas, Conway, AR****Student Researcher, 2007-2010**

Conducted research on the history of women's clubs in central Arkansas from 1920-1940.

Researched the history of prize money awarded to British naval officers from 1793-1815.

PUBLICATIONS AND PRESENTATIONS:

"The Evolution of Manners and Morals in the Film Comedies of the 1920s and 1930s." Paper presented at the Annual Regional Phi Alpha Theta Conference. Ouachita, AR. April 2008.

"The Evolution of Manners and Morals in the Film Comedies of the 1920s and 1930s." Paper presented at the First Annual Phi Alpha Theta Conference, Mu Chapter. Conway, AR. March 2008.

"Manners and Morality: Seeking Signs of Regency Social History through the Works of Jane Austen." Paper presented at Undergraduate Honors Thesis defense. Conway, AR. 2004. Bound and stored in Torreyson Library Archives, University of Central Arkansas, Conway, AR.

MEMBERSHIPS AND SERVICE:

Phi Alpha Theta

History Day in Arkansas, Volunteer/Judge, 2002-Present.

Girl Scouts of the United States of America – Volunteer, Troop Leader, and Service Unit Volunteer, 2018-Present

LANGUAGES:

Reading and basic speaking competence in French.

Translation competence in French and German.