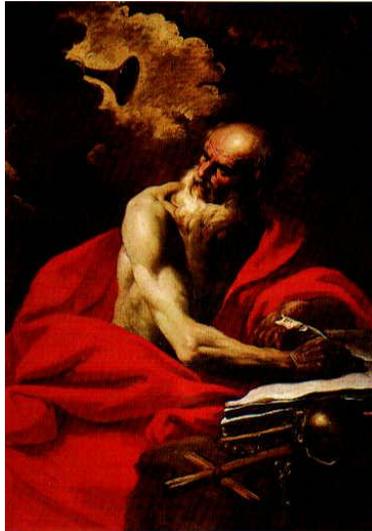




HISTORY 253.02E: READING AND WRITING HISTORY COURSE SYLLABUS: FALL 2014



Pier Francesco Mola (1612-1666), *Saint Jerome* (c. 1660)
Vatican Museum, Rome

Instructor: Associate Professor John H. Smith

Course Location/Time: Ferguson Social Sciences 124 / Tues. & Thurs., 12:30-1:45 p.m.

Office Location: Ferguson Social Sciences 117

Office Hours: Wednesdays, 10:00 a.m. - 12:00 p.m., 2:00 - 4:00 p.m.

Office Phone: 903-886-5219

Office Fax: 903-468-3230

University Email Address: John_Smith@tamu-commerce.edu

COURSE INFORMATION

Course Prerequisites/Co-requisites: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Mark T. Gilderhus, *History and Historians: A Historiographical Introduction*, 7th ed. Upper Saddle River, N.J.: Prentice/Hall, 2009. ISBN13 978-0-205-68753-4

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*, 3rd ed. New York: W. W. Norton, 2014. ISBN13 978-0-393-93584-4

Jenny L. Presnell, *The Information-Literate Historian*, 2nd ed. New York: Oxford University Press, 2013. ISBN13 978-0-19-992604-6

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, revised 8th ed. Chicago: University of Chicago Press, 2013. ISBN13 978-0-226-81613-8

Course Description:

The purpose of this course is to introduce undergraduate history majors to the discipline of history, charting its birth as one of the Humanities in the Classical period and its development in subsequent centuries to the profession it has become today, as well as instruct students in the art of “doing” history through a study of historiography and the rudiments of methodology. Students will learn to differentiate between, as well as evaluate, primary and secondary source materials, as well as to use them in historical research and writing, demonstrating a basic mastery of the discipline through the composition of a proper history essay.

Student Learning Outcome:

Students will develop familiarity with the fundamentals of historical research and writing, including knowledge of various types of source materials of the primary, secondary, and tertiary natures, as well as of the proper use and citation of such sources in scholarly writing.

COURSE REQUIREMENTS**Instructional / Methods / Activities Assessments**

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 30% of course grade)

Student Learning Outcome: Students will develop familiarity with the fundamentals of historical research and writing, including knowledge of various types of source materials of the primary, secondary, and tertiary natures, as well as of the proper use and citation of such sources in scholarly writing.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of millennialism and apocalypticism in history, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to further develop and refine skills in scholarly debating, as they will be required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Readings Quizzes: (100 pts., 30% of course grade)

Student Learning Outcome: Students will develop familiarity with the fundamentals of historical research and writing, including knowledge of various types of source materials of the primary, secondary, and tertiary natures, as well as of the proper use and citation of such sources in scholarly writing.

The readings quizzes are designed to test students’ comprehension of the readings for each particular day a quiz is administered, testing the depth of their knowledge of the topic(s) at hand and their analytical skills. Administration will be random, and each quiz will take up no more than 10 minutes of class time at the beginning of each class period. Grading will be on a 0-10 point scale for each quiz, with a running average maintained through the semester that will be adjusted to a score from 0-100 at the end of the semester.

Exercise Paper: (100 pts., 40% of course grade)

Student Learning Outcome: Students will develop familiarity with the fundamentals of historical research and writing, including knowledge of various types of source materials of the primary,

secondary, and tertiary natures, as well as of the proper use and citation of such sources in scholarly writing.

Students will write a scholarly “exercise paper” of moderate length that demonstrates the degree to which they have absorbed and comprehend the fundamentals of historical research and writing. See below for further details.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Participation (100 pts.)	30%
Readings Quizzes	30%
Exercise Paper (100 pts.)	40%

TECHNOLOGY REQUIREMENTS

As this course is web-enhanced through eCollege, students will require the following hardware and software:

Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 6.0 or newer is best.

Internet access/connection—high speed preferred (not dial-up).

Word Processor (preferably Microsoft Word 1997-2003 or newer).

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 24 to 48 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.** Students may also be able to reach me by

phone during office hours, and at other times do not leave a callback number as I do not return students' phone calls.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). **Anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

*The instructor's evaluative judgment of tests and examinations is **final**, and will not be subject to revision except in cases of mathematical error.*

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce**

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

PART I: HISTORIOGRAPHY—THE HISTORY OF HISTORY

Aug. 26: Introductions

Aug. 28: What is History, and Why Do We Do It?

Readings: Gilderhus, chap. 1; Presnell, "Introduction"

Sept. 2: Ancient and Medieval Historiography

Readings: Gilderhus, chap. 2

Sept. 4: Modern Historiography

Readings: Gilderhus, chap. 3

Sept. 9: The Philosophy of History

Readings: Gilderhus, chaps. 4-5

Sept. 11: History as a Science and a Profession

Readings: Gilderhus, chaps. 6-7

PART II: RESEARCHING

Sept. 16: Asking Questions of the Past

Readings: Turabian, chap. 1 and chapter 2 (Section 2.1); Presnell, chap. 1 (pp. 4-12); David S. Jones, "Virgin Soils Revisited," *William and Mary Quarterly* 60 (Oct. 2003), 703-742 (eCollege Doc Sharing)

Sept. 18: Devising a Thesis

Readings: Turabian, chapter 2 (Sections 2.2 through 2.2.3); Presnell, chap. 1 (pp. 13-14)

Research Question Due

Sept. 23: What Historians Work With—Secondary Sources: Books

Readings: Turabian, chap. 3 (Sections 3.1 through 3.3.2); Presnell, chaps. 2-3

Sept. 25: Going to the Library

Readings: Turabian, chap. 3 (Sections 3.3.3 through 3.3.9)

Meet in Gee Library Lobby

Sept. 30: What Historians Work With—Secondary Sources: Journal Articles

Readings: Presnell, chap. 4

Oct. 2: Evaluating Secondary Sources

Readings: Turabian, chap. 3 (Sections 3.4 through 3.5); Presnell, chap. 5

Paper Proposal Due

Oct. 7: What Historians Work With—Primary Sources

Readings: Presnell, chap. 6

PART III: ARGUMENTATION AND HOW TO SOUND LIKE A SCHOLAR

Oct. 9: Scholarship as Conversation

Readings: Graff and Birkenstein, "Introduction"

Oct. 14: Summarizing Another Historian's Argument

Readings: Graff and Birkenstein, chaps. 1-2

Oct. 16: The Art of Paraphrasing

Readings: In-class Exercises

Formal Thesis Statement Due

Oct. 21: Building an Argument

Readings: Turabian, chap. 5 (Sections 5.1 through 5.6); Presnell, chap. 11 (pp. 288-289)

Oct. 23: When and How to Quote and Paraphrase

Readings: Graff and Birkenstein, chap. 3

Oct. 28: Making Your Points

Readings: Graff and Birkenstein, chaps. 4-6

Oct. 30: Answering the "So What?" Question

Readings: Graff and Birkenstein, chap. 7

Expanded Thesis Statement with Arguments/Counterarguments Due

Nov. 4: Professional Ethics

Readings: The American Historical Association's "Statement on Standards of Professional Conduct," sections 1-4; Purdue University's Online Writing Lab (OWL)—"Avoiding Plagiarism" (eCollege Weblibliography)

PART IV: WRITING AND REVISING THE PAPER

Nov. 6: Start Writing!

Readings: Turabian, chap. 6; Graff and Birkenstein, chap. 8

Paper Outline Due

Nov. 11: Nuts and Bolts

Readings: Turabian, chaps. 20-25; Presnell, chap. 11 (pp. 289-291)

Nov. 13: Putting Flesh to Bone

Readings: Turabian, chap. 7

Nov. 18: Citing Your Sources Properly

Readings: Turabian, chaps. 15-16 (Sections 16.1 through 16.1.7, 16.3 through 16.4.2), Chap. 17

Nov. 20: Narrative Techniques

Readings: Graff and Birkenstein, chaps. 9-10; Handout

Rough Drafts Due for Peer Review

Nov. 25-27 Thanksgiving Break

Dec. 2: Revising the Paper

Readings: Turabian, chaps. 9, 11; Graff and Birkenstein, chap. 11

***Peer-Reviewed Drafts Due for Instructor Evaluation* (submit an electronic copy to Turnitin through eCollege—see below)**

Dec. 4: Applying Finishing Touches

Readings: Turabian, chap. 16 (Sections 16.2 through 16.2.3)

Dec. 10: Final Draft Due, 11:59 p.m.—No Exceptions!

THE EXERCISE PAPER

The exercise paper, to be thirteen (13) pages in length (*not* including a cover page [which is unnecessary] and the bibliography), is to be written on a subject in early American history and must meet the following criteria:

1. Both primary and secondary sources must be used in composing this paper (reference works [dictionaries, encyclopedias (*especially* Wikipedia, etc.), textbooks [i.e., U.S. or world history surveys, edited document collections, etc.], book reviews, juvenile literature, or articles in the popular media [i.e., *History Illustrated*, *History Channel Magazine*, *Newsweek*, etc.], and documentaries [such as on PBS or the History Channel] **are not acceptable** as valid sources),
2. You must use at least *five* (5) distinct primary sources, and at least *nine* (9) secondary sources,
3. At least *six* (6) of your secondary sources must be scholarly books, and at least *three* (3) of your secondary sources must be scholarly journal articles accessed from JSTOR and/or ProjectMUSE,
4. At least *three* (3) of the primary and *five* (5) of the secondary sources must be predominantly relied upon, rather than just one or two of each,
5. Your source citations must be in footnote—*not endnote*—format,
6. Your bibliography (which may contain no sources that go uncited) must contain at least *fifteen* (15) items, with primary sources comprising *at least* one-third of your evidence base (i.e., 5 source), and
7. The formatting must adhere to the physical parameters established in the Style Guide.

This essay must analyze an event or sequence of events, presenting a cohesive and logical argument supported by the primary and secondary sources, and should devote an initial two pages to a historiographic survey of the subject matter, followed by the analysis which may or may not concur with the dominant interpretation(s). Whether or not you agree with a certain historian's or historians' interpretations, your analysis must be supported by the evidence and take oppositional interpretations into account. In other words, pick a topic wherein there is some disagreement as to causes and/or interpretation, choose a side, and defend that position.

Begin casting about for a topic early, as you will be submitting components of the paper to me in stages leading to the crafting of a full-fledged essay. **Do not leave any aspects of this assignment to the last minute.** Late submissions of any component part(s) of the paper will be assessed at five (5) points for every business day it is late, with no late final drafts accepted except under mitigating circumstances (see above). The component parts must be word-processed. No hand-written work will be accepted, and **assignments may not be submitted electronically** (meaning I will only accept "hard" copies—nothing may be emailed or handed in on disk). The paper will be graded on the basis of the following criteria: (1) compliance with the assignment; (2) the presence, strength, and originality of a thesis; (3) the use of evidence to support the thesis; (4) the degree to which the paper is evaluative and analytical rather than descriptive; (5) evidence that the primary and secondary sources in the bibliography were read and understood; (6) organization; and (7) mechanics, that is, spelling, grammar, syntax, and punctuation.

The grade for the paper will be calculated through a process of cumulative construction of each component submitted over the course of the semester, with each assignment given a total point value as follows:

Research Question: 5 pts.

Paper Proposal (with working bibliography of at least 5 secondary sources): 5 pts.

Formal Thesis Statement (with expanded bibliography to include at least 3 primary sources): 10 pts.

Revised Thesis Statement, Argument and Counterargument/Refutation: 15 pts.

Rough Draft (minimum of 10 pp. in length): 30 pts.

Final Draft: 35 pts.

The rough draft will be subjected to peer review, meaning that one of your classmates will be responsible for reading and correcting/critiquing your rough draft. You may ask me questions about your paper in-progress, but I will not proofread or edit it, confining myself only to general guidance on the development and support of the thesis.

As noted above, late submissions of any component—apart from the final draft—will be penalized a total of five (5) points for every business day that it is late. **No final drafts will be accepted beyond Dec. 15, and total failure to submit any one or more components will result in immediate failure of the course.**

THE SOURCES

My rationale for confining your research to early American history is twofold: 1.) There are easily accessible primary source collections for early American history in the form of online databases, as well as a reasonably good collection of books housed in Gee Library, so availability of sources is not a problem; and 2.) As a specialist in early American history, I can properly evaluate the validity of your arguments and verify the accuracy of your information, thus instilling in you good habits and the necessity of thoroughness. When students are allowed free reign to select their topics, invariably some pick topics that are practically impossible, as the necessary primary sources are in a foreign language that the student likely cannot read, or primary sources in English are not accessible without extensive travel and financial outlays. Sometimes two or more students select the same topic, and then have to compete with each other for material, resulting in poorly researched papers. In other cases Gee Library does not have a sufficient or up-to-date collection of scholarly books on some topics, which forces students to rely heavily on Interlibrary Loan. However, I have seen to it that we have significantly expanded our holdings in early American history and ancillary subject areas, though some students may still require ILL for some things. Primarily, though, the existence of the following online databases make it possible for students to access, read, and print out a vast array of primary sources:

Early American Imprints, Series I (1639-1800)
 Early American Imprints, Series II (1801-1819)
 Early American Newspapers, Series I (1690-1876)
 Eighteenth Century Collections Online.

These are accessed through Gee Library's Online Databases, and are fairly user-friendly with good search engines and the ability to find documents based on subject, genre, author, title, or keywords.

Early American history, as defined by the Omohundro Institute of Early American History and Culture, situated at the College of William and Mary in Williamsburg, Virginia, constitutes any subject pertaining to American history from the point of initial colonization of the Americas in the early 1500s to about 1820. I strongly recommend that you restrict your research to the British/English colonies or the early U.S. republic, though if you want to pursue a topic dealing with New Spain or New France, you will have to prove that you will have access to, and are able to read, primary source materials in Spanish and French (specifically the early modern forms of

those languages), respectively. **You may not pursue a topic that at any point involves analysis of events and phenomena that occurred prior to the year 1500, or beyond the year 1820.**

Turnitin (www.turnitin.com)

Turnitin is a web-based plagiarism detection software site that scans student papers into a vast database of all such papers, and checks your paper against those and virtually every website on the Worldwide Web to determine whether or not paper content was “lifted” or fabricated in any fraudulent manner. Students submit their papers in Microsoft Word format to a “dropbox” on eCollege which automatically runs those papers through Turnitin, and I will then receive a report showing what percentage of the paper’s material has come from other places, and from where each suspect bit comes. I set the sensitivity fairly low, so that 2- and 3-word combinations raises no warning flags, and I want everyone to know that I don’t tend to worry about any paper that gets less than a 30%. Even then, I will carefully go over the paper and the report to determine for myself whether or not there has been any accidental or deliberate plagiarism, and will let you know accordingly.

If you have any questions about Turnitin, there is an FAQ page on the site itself, and you can discuss it with me in my office as well if you have other questions or concerns. ***However, submission of your rough draft must be made to Turnitin in order to receive credit for it at all.***