The Historian’s Craft: Methodology
Spring 2015

COURSE INSTRUCTOR
Instructor: Dr. Keith Pacholl
Office: TLC 3244
Phone: 678-839-6044 (office)
678-839-6508 (History Department)
email: kpacholl@westga.edu

COURSE INFORMATION
Class: HIST 2302 -01D (11368)
Class time: T 5:30-8:00pm
Room: PAF 204

OFFICE HOURS
UWG Office Hours:
Tuesday: 2:00pm – 4:30pm
Wednesday: 1:30pm - 6:00pm
*UWG office hours are held in my office: TLC 3244
Online Office Hours:
Monday: 12:00 pm - 3:00 pm
*Online office hours online will take place in the “Online Office Hours” link located in the content section of CourseDen. Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.
**and by appointment

COURSE DESCRIPTION
This course is intended to introduce students to the practice of history. It is designed to help students succeed as history majors at the University of West Georgia. We will focus on developing the skills necessary to think and work like historians. We will also sample the varieties of sources in writing history and the varieties of history. This is a required course for all history majors. In order to graduate, history majors must earn a C or better in this course.

LEARNING OUTCOMES
This class is designed to help students learn what historians do and why they do it. In addition, the class is designed to help students develop the skills necessary to succeed as history majors. Those skills include the ability:
- to recognize and to pose significant historical questions
- to find useful primary and secondary sources
- to analyze sources critically
- to cite sources properly
- to write and to speak clearly
- to construct a persuasive historical argument based on evidence; and
- to think historically

*Thinking historically requires one:
  · to seek to understand the people of the past
  · to seek to understand the perspective of historical actors and to view those historical actors from a critical, scholarly perspective
  · to recognize that people, events, ideas and cultures have influenced later people, events, ideas, and cultures
  · to recognize that history involves both change and continuity over time
  · to draw and explain connections between particular people, events, ideas, or texts and their historical contexts
ASSIGNED READINGS
Conal Furay & Michael Salevouris, *The Methods and Skills of History* (3rd edition)
Joseph Ellis, *Revolutionary Summer*
**and assigned discussion readings on CourseDen (located in the Content folder “Course Readings”)


REQUIREMENTS AND ASSESSMENT

**Final Exam:** There will be one exam – a final exam – that will take place the final week of the semester. A study guide will be passed out prior to the exam, and at that time I will tell you the exact nature of the exam. The exam will take place over several days, and it must be taken during the final week. A make-up exam will be considered only in the most extreme emergency, which must be documented (no documentation means no make-up). The final exam must be completed no later than 5:00pm on Wednesday, **April 22**. Failure to complete the final exam will result in a “0” for the exam.

**History Department Assessment Exam:** All students must complete the history department assessment exam. No student can pass the class without completing the assessment exam. The exam takes place on Tuesday, **January 6**.

**Primary Source Paper:** You will write a 2-3 page paper that analyzes George Washington’s *Farewell Address*. Additional instructions will be provided on CourseDen. The primary source paper is due **February 10**.

**Book Review:** You will write a 4-page (minimum) book review of Joseph Ellis’s *Revolutionary Summer*. The book review is due **March 10**, and additional instructions will be provided on CourseDen.

**Research Paper:** You will have one major research assignment that will be 6 pages (minimum) in length. You will choose the topic of your research (due **January 13**), subject to my approval. An initial bibliography of your primary and secondary sources that will be used in the paper is due **January 27**. You will turn in a polished initial draft (due **March 24**), then a final revised draft (due **April 14**) that must incorporate my comments made in the initial draft. All assignments will be turned in via CourseDen in the Dropbox section of the course. Your overall grade will be the average of the scores from your initial and revised drafts.

**Online Assignments:** This class is a “partial distance” course, meaning that over half of the coursework and classes will be held online (and thus no in-class meetings on those particular days). The assignments are based on assigned readings and generally include writing on specific topics and responding to postings by other students. You will also create an online presentation based on the findings of your research paper. Specific instructions will be given online for each assignment.

**In-class Discussions:** There will be in-class discussions on assigned books and primary sources. We will be reading all of the books from the above assigned reading list in addition to articles and primary sources. Your discussion grade is based on how frequently you contribute AND how insightful your comments are. The more you contribute insightful comments, the better your grade – effort is the key! Expect quizzes on the various reading assignments. If you miss a class, you will receive no participation credit for that particular day. The only way to make up partial credit for missing a discussion is to meet with me during office hours to discuss the reading. This must be done within a week of scheduled assigned reading. You will only be allowed one opportunity to make up a discussion. You will also lead one class discussion based on the *After the Fact* textbook. Your in-class discussion grade includes: preparing for and participating in all discussions; the quality of your in-class discussions (your comments must be insightful and related to the assigned material); leading one class discussion; quizzes on assigned readings; student conduct; and any other material assigned throughout the course of the semester that is not listed on this syllabus.
**Attendance:** This class is designated a “partial distance” course (a “D” designation), which means that 50% of the course will take place online. Approximately 50% of the course will take place in the classroom (PAF 204). Students are responsible for attending all in-class sessions. This is extremely important, particularly since we will be having discussions on a regular basis and you will be participating in each of them. Role will be taken at the beginning of each in-class session. You will be considered absent if you show up after role has been taken, so please be sure to arrive on time (habitual lateness will thus be penalized). Four percentage points will be deducted from your overall final grade for each unexcused absence. I will give you 1 “free spin” (meaning 1 in-class absence won’t count against you – although you will receive a “0” for participation on that particular day) before I start deducting points (meaning I will start deducting beginning the 2nd absence). For example, if your final grading percentage was 91%, and you were absent for a total of 3 classes, then your final grade would be adjusted to a 83%. There are no exceptions to this rule.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online Assignments</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Primary Source Paper</td>
<td>10%</td>
<td>100</td>
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<tr>
<td>Book Review</td>
<td>15%</td>
<td>100</td>
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<tr>
<td>In-Class Participation</td>
<td>15%</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
<td>100</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
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<tr>
<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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<tr>
<td>0 - 59</td>
<td>F</td>
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***There is NO EXTRA CREDIT accepted for this course***

Grades are based on student performance and capability. **Simply turning in all the assignments does not guarantee that the student will receive a "good grade."** To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. The standards for the respective grades are as follows:

**A = Exceptional**
- precise and comprehensive understanding of the material
- thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course
- work contains no factual inaccuracies
- excellent writing, with little to no errors in spelling, punctuation, grammar, etc.
- very focused and organized
- correctly identifies all key themes of the readings

**B = Commendable**
- clear understanding of the material
- identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings
C = Competent
- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings

D = Limited evidence of achievement
- poor understanding of the material
- identifies, defines, and describes few key themes/concepts/issues/idea of the course
- work contains many factual inaccuracies
- below average writing, with many errors in spelling, punctuation, grammar, syntax, etc.
- poorly focused and organized
- barely identifies major key themes of the readings

F = Minimal evidence of achievement
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

COURSE POLICIES AND INFORMATION

Rights and Responsibilities
Please carefully review the following information at this link:  
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Honesty
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook:  http://www.westga.edu/handbook/

Disabilities Act / Accessibility for the course
If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

***Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs:
UWG Accessibility Services  (phone: 678-839-6428)

It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.
**Student Conduct**

Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

1. No arriving late or leaving early for in-class meetings (unless you have checked in with me in advance). Arriving late or leaving early will count as one absence. Arriving late is defined as arriving after role has been taken. Leaving early is defined as leaving class once the class has started. If you habitually arrive late or leave early, you will be asked to leave. Any disruptive behavior will result in your expulsion from the room. If disruptive behavior persists, you will receive a minimum of one grade-letter deduction from your overall grade (depending on the severity of the behavior), as well as possible additional action.

2. Cell phones, headphones, iPods/Pads, and all other electronic devices must be turned off during lectures and individual/group activities. Continued use of these devices during in appropriate times will result in you being tossed from the class. **Use of laptops is permissible**, but if you are caught using laptops for non-class purposes, you will not be allowed to use a laptop for the remainder of the semester. Also, no recording any portion of the class. If you have any documentation needs, please let me know.

If you have any questions regarding the above, feel free to contact me at any time, or read the university catalogue. Adherence to the “common sense” law should prevent any of the above problems. Failure to adhere to these guidelines could result in dismissal from class, a grade deduction from your final course grade, as well as additional disciplinary action.

**IMPORTANT NOTE**

I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.

**COURSE SCHEDULE**

***All classes in black are in-class meetings that will take place in PAF 204 ***

***All classes in blue are online – do not show up to PAF 204 on these days***

*** Red = graded assignment due (turned in on CourseDen) ***

<table>
<thead>
<tr>
<th>January</th>
<th></th>
<th>Introduction</th>
<th>History Assessment Exam</th>
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<tbody>
<tr>
<td>6</td>
<td>Topic Statement due</td>
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| 13      | Online Assignment: *Methods and Skills*:
<p>|         | - Chapter 1, “The Uses of History” |
|         | - Chapter 2, “The Nature of History” |
|         | - Chapter 14, “History and the Disciplines” |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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| January 20 | UWG Ingram Library presentation  
The problem of plagiarism (readings on CourseDen)  
  -Plagiarism  
  -AHA Statement on Standards of Professional Conduction  
  -The Weekly Standard: Ambrose  
  -The Weekly Standard: Goodwin  
  -UWG Honor Code |
| February 3 | Online Assignment: *Methods and Skills*  
  -Chapter 3, “Continuity and Change”  
  -Chapter 4, “It’s Never That Simple”  
  -Chapter 5, “Thinking in Time” |
| February 10 | Primary Source paper due (no regular class meeting – paper turned in on CourseDen) |
| February 17 | Doing History  
  *Methods and Skills*:  
  -Chapter 13, “The History of History”  
  So what is history?  
  -Bart Ehrman, “Preliminary Remarks” (on CourseDen) |
| February 24 | Public History: guest lecturer (articles on CourseDen)  
  -Boland: *Historic Places*  
  -Harris: *A View from the Drinking Gourd*  
  -Linenthal: *Violence and the American Landscape*  
  -Vanderstel: *And I Thought Only I Taught History*  
  Film history  
  -*Methods and Skills*: Chapter 8, “History on Film”  
  -*After the Fact*: Chapter 17, “Where Trouble Comes” |
| March 3 | Online Assignment: *Methods and Skills*  
  -Chapter 9, “Evidence”  
  -Chapter 11, “Interpretations” |
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<tr>
<th>Date</th>
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<tr>
<td>March</td>
<td>10  <strong>Book Review paper due</strong></td>
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<td><em>After the Fact:</em></td>
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<td>- Prologue: “The Strange Death of Silas Deane”</td>
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<td>- Chapter 3: “The Visible and Invisible Worlds of Salem”</td>
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<td></td>
<td>- Chapter 5: “Material Witness”</td>
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<tr>
<td>17</td>
<td><strong>NO CLASS: SPRING BREAK</strong></td>
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<td>24</td>
<td><strong>Research papers due (no regular class meeting – paper turned in on CourseDen)</strong></td>
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<td>31</td>
<td><strong>After the Fact:</strong></td>
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<td>- Chapter 7: “The Madness of John Brown”</td>
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<td>- Chapter 8: “The View from the Bottom Rail”</td>
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<td>- Chapter 9: “The Mirror with a Memory”</td>
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<td>- Chapter 11: “Sacco and Vanzetti”</td>
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<td>- Chapter 13: “The Decision to Drop the Bomb”</td>
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<td>- Chapter 14: “From Rosie to Lucy”</td>
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<td>April</td>
<td>7  <strong>Online Assignment: Online research paper presentations</strong></td>
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<td>14</td>
<td><strong>Revised research papers due</strong></td>
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<td>History in action: The Pacholl perspective</td>
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<td>- Pacholl: <em>Let Both Sexes be Carefully Instructed</em> (on CourseDen)</td>
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<td>22</td>
<td><strong>Final Exam:</strong> The final exam must be completed no later than 5:00pm on Wednesday, April 22. It will be uploaded to the Dropbox folder in CourseDen.</td>
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