

History 3311
The Study of History – Spring 2015
Sul Ross State University, Alpine, Texas

Instructor: Ms. Judith Parsons

Class Hour: 10:00 MWF

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Office Hours:

MWF 9:00 - 10:00 & 11 - 11:30 AM

5-6 PM Monday

Other hours by appointment

Books (REQUIRED):

Conal Furay and Michael J. Salevouris, *The Methods and Skills of History: A Practical Guide*. 3rd Edition.

James West Davidson and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, Sixth Edition.

It is very important that you have the correct edition of each of the texts.

It is HIGHLY RECOMMENDED that you have paper copies of both texts – not Kindle, Nook or some other kind of e-book.

PROGRAM LEARNING OUTCOMES:

The graduating student with a BA in history will:

1. Develop an informed, critical, and articulate approach to the study of history.
2. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Write effectively, logically and persuasively about topics in history.

COURSE ASSESSMENTS for the PLOs are as follows::

Essay on 1st and 2nd Examinations and the Final Examinations provide assessment for PLOs 1, 2, 3, and 4

Discussion of daily assignments provide assessment for PLOs 1 and 3

Written assignments from the workbook and the research paper based on primary materials in the Archives of the Big Bend provide assessment for PLOs 1, 2, 3 and 4

GOALS OF THE COURSE. Students who have successfully completed History 3311 should have acquired the following competencies:

1. Define thesis and determine the difference between the thesis and the theme of written work.
2. Define primary and secondary sources, identify the characteristics of each and discriminate the difference between them. Research and evaluate primary sources in organizing and writing a research paper.

3. Define bias and classify types of bias in historical writings and in contemporary matters. Critique primary and secondary sources for bias.
4. Compare and contrast multiple points of view and recognize the concept of multi-causality in history.
5. Define and recognize frames of reference and analyze the impact of frames of reference in perceptions of historical events.
6. Determine and evaluate how historians locate, gather, organize, analyze, interpret, and report information using various research methodologies.
7. Analyze historical information by sequencing, categorizing, identifying associations and cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations, and drawing inferences and conclusions.
8. Research and write a paper based on primary materials in the Archives of the Big Bend in which they demonstrate their understanding of research methods and present the research to the class.

The Study of History is a course designed for history majors and minors. It is intended to study less the content of history than the methods of doing history. You probably will find it different in many respects from other history courses you have taken. Only rarely will there be formal lectures. You will not accumulate the body of lecture notes usually associated with advanced history courses. Do not try to take down everything that is said in the class; instead try to listen and gain broad concepts. Instead of the usual notes, you will have material from your workbook, handouts and exercises. I suggest that you use some sort of binder or folder to keep all of these materials together.

The course involves a good deal of class discussion and participation, and it is **EXTREMELY IMPORTANT** that every member of the class do the reading and other assignments for the class in which they will be discussed. The better the quality of the discussions, the greater the success of the class. This class also requires some flexibility in timing; therefore, while the attached outline is extremely detailed, it may be adjusted from time to time. If you are absent, the material assigned on SafeAssign for the class period or periods missed must be handed in.

ATTENDANCE. It is important that you attend class regularly. You cannot count on using someone else's notes to study for exams nor can you count on the instructor being able to recreate what happened in class. You also have a class participation grade and frequent or numerous absences will result in lowering your class participation grade. Also, the quality of the class discussion generally is better if everyone is present for the class. Therefore, a grade for attendance has been factored into the final course grade:

100 points -- No absences.

90 points -- 1 - 3 absences.
80 points -- 4 - 6 absences.
70 points -- 7 - 9 absences.

The University attendance policy states that instructors shall drop students for excessive absences, with a resulting grade of F. In an hour class, 9 absences are considered excessive. I do not anticipate needing to drop students in this class for excessive absences, but I will do so if absenteeism becomes a problem.

CLASSROOM COURTESIES:

You are expected to observe the following classroom courtesies:

1. Please **arrive on time** and remain in the classroom until the class is dismissed.
2. In discussions, be willing to listen to others' ideas and be polite in disagreements.
3. No hats or caps will be worn in the classroom.
4. No tobacco in any form will be used in the classroom.
5. You may bring soft drinks, water, or coffee into the classroom, but please be sure to remove empty containers.
6. No recorders may be used without prior consent of the instructor in cases of certified disability.
7. You are expected to give your attention to this class.
8. Turn off and **put away** all cell phones, laptops, netbooks, iPads, beepers, pagers and other electronic devices.

WRITTEN WORK. You will be required to turn in several written items. One of the goals of this course is improvement of your writing skills. Try to allow adequate time to prepare the written assignments. In most cases, your writing will be better if you have time to write and then edit and rewrite and polish your work. Think about words; look them up in a dictionary or thesaurus. Try to choose words carefully and avoid unnecessary words.

COURSE REQUIREMENTS:

1. **1st Examination (150 points).** There will be a combination of objective and short answer questions over your mastery of terms and concepts from the workbook and class discussion..
2. **2nd Examination (150 points).** There will be a combination of objective and short answer questions over your mastery of terms and concepts from the workbook and class discussion..
3. **Final Examination (150 points).** There will be a combination of objective and short answer questions over your mastery of terms and concepts from the workbook and class discussion. It will be partially comprehensive.
4. **In-class presentation** with PowerPoint(**150 points**) graded with a 5 point rubric.

5. **Written research paper (150 points)** graded with a 5 point rubric.
6. **Attendance. (100 points).**
7. **Homework (150 points)**
8. **Class participation (150 points)**

Grades will be distributed on the following basis: 90% or above A; 80% or above B; 70% or above C; and 60% or above D. Less than 60% of possible points will earn a grade of F.

Spring Break begins after your last class on Friday, March 13 and ends before your first class on Monday, March 23. Please make your travel plans accordingly. You are expected to be in class for the entire period on March 13.

The Final Exam schedule will be adhered to strictly. No Final Exams will be given early. You are expected to make your travel plans to begin after your last final exam has been scheduled.

Blackboard 9. History 3311 has a Blackboard web site. It may be accessed at any time from any computer with Internet access. It is password protected and access is limited to registered members of the class. Log-on to a computer and go to the Sul Ross home page, where there is a link to **under MY SRSU Blackboard**. This will take you to Blackboard. Click on Logon. If you do not know your Sul Ross username and password, call the Sul Ross Help Desk at 8888. If you have Blackboard issues, contact Sandy Bogus at 8523. There are several features of Blackboard which we will use:

1. There is a **syllabus** (found at the **Syllabus** logo). The instructor will post changes or additions as needed during the semester.
2. There is a **Grade Book** and once a grade has been posted to your name there, you have access to it at any time.
3. **SafeAssign** is where you will turn in your homework assignments and your papers. Using MSWord, complete the assignment. Make sure the assignment is as you want it to be – you can't resubmit it once it has gone through. Save it on your desktop, flash drive or somewhere you can find it. Go to Blackboard SafeAssign, find the exercise. Then hit browse, find your saved item. Make sure it is in the final form you want to turn in. Then hit Submit. If you have problems, e-mail it to me at jparsons@sulross.edu before the deadline. Then work out your problem and submit it on SafeAssign. **It will not be graded until it has gone through Safe Assign.** You may be able to get assistance from the Help Desk or from Sandy Bogus.

ADA (Americans With Disabilities Act).

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

HISTORY 3311 – Spring 2015
Tentative Outline of Course – May Be Modified by the Instructor if Necessary

- Wednesday, January 21** Introduction and discussion of class requirements
- Friday, January 23** *Methods & Skills*, Preface, Ch. 1 "The Uses of History."
Do all Set A exercises. For Exercise A2, "Writing Capsule 1," read the capsule on writing topic sentences, then write a short, paragraph-length essay on the topic listed. Bring one copy to class to share with the class.
Turn in Exercise A2 on SafeAssign. To use SafeAssign, complete your document in Word and save it to your desktop or a flash drive. When you have finished, save your document and go to Blackboard SafeAssign, browse, find your completed document and submit it before 9:00 a.m. on Friday, January 23. Do the Set A exercises on the handout and turn it in. For Set A, Exercise 2, write a topic sentence and paragraph as described on pages 8-9. Then read for possible class discussion Ch. 2 "The Nature of History: History As Reconstruction."
- Monday, January 26** *Methods & Skills*, Ch. 2 "The Nature of History: History As Reconstruction." **Answer Set A Exercises 1 and 2. In Set A, 1. 1-6 use either P for past or A for account of the past. For Exercise 2, use the number of the item and either, F for Fact, O for Opinion, or FO for both Fact and Opinion – if you believe it is both fact and opinion, underline the portion of the passage which you believe to be opinion.** Bring a copy to class to share during class discussion. Start working on the written assignment for Friday. Read for possible class discussion Ch. 3 "Historical Thinking: Continuity and Change."
- Wednesday, January 28** *Methods & Skills*, Ch.3 "Historical Thinking: Continuity and Change."
Do Set A, Exercise 1 and Set A, Exercise 2 [this last exercise requires you to write a fully-developed paragraph based on the six documents presented in Appendix A (pages 257-264); **don't wait until the last moment to do this exercise as it takes some time to do a good job on it**]. Turn in both exercises on SafeAssign before 9:00 a.m. on Friday, January 30. Bring one copy to class to share with the class.
Read for possible class discussion Ch. 4 "Historical Thinking: Multiple-Causality in History."

Friday, January 30

Methods & Skills, Ch. 4 "Historical Thinking: Multiple-Causality in History." Do Set A, Exercise 1 and Set A, Exercise 2. These both take time to read and reason out correctly; **don't wait until the last minute to do these exercises**. Bring a copy to class for discussion. Read for possible class discussion Ch. 5, "Historical Thinking: Context."

Monday, February 2

Methods and Skills, Ch. 5, "Historical Thinking: Context." . Do Set A, Exercise 1: Cromwell in Ireland. Read the information carefully and answer the questions in sections 1 and 2. Think about the discussion topics and jot down some notes for class discussion. Do Set A, Exercise 2. Read and follow the instructions on p. 68 carefully. Read Writing Capsule 4 and review Writing Capsules 1 and 3 if necessary. Turn in the exercises on SafeAssign before 9:00 a.m. and bring a copy to class for discussion. Start on the Library project for Friday.

Wednesday, February 4

Archives of the Big Bend Orientation. **At 10:00 am** you are to be in the **Wildenthal Library** on the 2nd floor for an orientation by one of the Archivists. In addition to learning about what an archives is and how historians use archives, this will be preparation for your research project.

Friday, February 6

Methods and Skills, Ch. 6, Libraries: Real and Virtual." Do the following assignments in Ch. 6, "Libraries: Real and Virtual.": (1) Answer, in a form to be handed in on SafeAssign, Set A, Exercise 2 (the **source used** in these exercises is as important as the correct answer; **you may use online sources for no more than one-half of the exercises; the other half must be in books or other print media**). This is a library exercise which takes several hours to prepare; I suggest that you began on it well before the date due. Do Set A, Exercise 3: The Search for Sources: Web Sites and Set A, Exercise 4: Note-Taking.

Monday, February 9

Read *Methods and Skills*, Ch. 7 "Reading History." Do A, Exercise 1, Set A, Exercise 2, and Set A, Exercise 3. Read the Writing Capsule 5 and write a brief précis of David W. Southern, "The Progressive Era and Race: Reaction and Reform, 1900-1917" to be handed in. Turn in the exercises on SafeAssign before 9:00 a.m. and bring a copy to class for discussion.

Make an appointment with the instructor to discuss sources for your research project.

Wednesday, February 11

Continuation of previous class and review for 1st Examination.

- Friday, February 13** **FIRST EXAMINATION.**
- Skip Chapter 8 for now.**
- Monday, February 16** *Methods and Skills*, Ch. 9 “Evidence.” Read chapter and do Exercise A, Set 1, Exercise A, Set 2, Exercise A, Set 3, Exercise A, and **Exercise B, Set 4 and Set 5**. This is a long assignment and the Essay (Exercise 5) takes additional time. Turn in the exercises on SafeAssign before 9:00 a.m. and bring a copy to class for discussion.
- Wednesday, February 18** Continuation of previous chapter and exercises. Read *Methods and Skills*, Ch. 10 “Oral History and Statistics” and do Set A, Exercise A, Set 1 and Set A, Exercise 2 and Set B, Exercise 1 and Set B, Exercise 2.
- Friday, February 20** *Methods and Skills*, Ch. 11 “Interpretation” and do Set A, Exercise 1, Set A, Exercise 2, Set A, Exercise 3, and Set A, Exercise 4. This is a long assignment. Do not wait until the last minute to began the assignment. Turn in the exercises on SafeAssign before 9:00 a.m. and bring a copy to class for discussion.
- Monday, February 23** Read *Methods and Skills*, Ch. 12 “Writing the History Paper,” and do all of the Set A Exercises 1 - 4. Turn in the exercises on SafeAssign before 9:00 a.m. and bring a copy to class for discussion.
- Wednesday, February 25** Continuation of previous class. Appendix B Source References and Bibliography.
- Friday, February 27** Read for class discussion in *After the Fact*, Introduction, "Prologue: The Strange Death of Silas Deane: The Problem of Selecting Evidence."
- Monday, March 2** *After the Fact*, Chapter 1, "Contact"
- Wednesday, March 4** *After the Fact*, "The 'Noble Savage' and the Artist's Canvas," PSI
- Friday, March 6** *After the Fact*, "Chapter 2, "Serving Time in Virginia"
- Monday, March 9** *After the Fact*, Chapter 3, "The Visible and Invisible Worlds of Salem"

Wednesday, Marcy 11	<i>After the Fact</i> , Chapter 4, "Declaring Independence"
Friday, March 13	<i>After the Fact</i> , Chapter 5, "Material Witness"
MONDAY, MARCH 16 - FRIDAY, MARCH 20 – SPRING BREAK – NO CLASSES!!	
Monday, March 23	<i>After the Fact</i> , Chapter 6, "Jackson's Frontier -- And Turner's"
Wednesday, March 25	<i>After the Fact</i> , Chapter 7, "The Madness of John Brown"
Friday, March 27	SECOND EXAMINATION
Monday, March 30	<i>After the Fact</i> , Chapter 8, "The View From the Bottom Rail"
Wednesday, April 1	<i>After the Fact</i> , Chapter 9, "The Mirror With a Memory"
Friday, April 3	TBA
Monday, April 6	<i>After the Fact</i> , Chapter 10, "USDA Government Inspected"
Wednesday, April 8	<i>After the Fact</i> , Chapter 11, "Sacco and Vanzetti"
Friday, April 10	<i>After the Fact</i> , "Huey Generis," PSI
Monday, April 13	Student class presentations
Wednesday, April 15	Student class presentations
Friday, April 17	Student class presentations
Monday, April 20	Student class presentations
Wednesday, April 22	<i>After the Fact</i> , Chapter 12, "Dust Bowl Odyssey"
Friday, April 24	<i>After the Fact</i> , Chapter 13 "The Decision to Drop the Bomb"
Monday, April 27	<i>After the Fact</i> , Chapter 14, "From Rosie to Lucy"
Wednesday, April 29	<i>After the Fact</i> , Chapter 15, "Sitting In"
Friday, May 1	<i>After the Fact</i> , Chapter 16, "Breaking into Watergate"
Monday, May 4	<i>After the Fact</i> , Chapter 17, "Where Trouble Comes" <i>Methods and Skills</i> , Ch. 8 "History on Film."

Wednesday, May 6

After the Fact, “The Body in Question,” PSI

MONDAY, MAY 11, 10:15 AM -- FINAL EXAMINATION.

PSI Primary Source Investigator is located at <http://www.mhhe.com/davidsonafter6e> click on link for PSI for *After the Fact*, 6e. There are extra chapters, pictures, maps, documents, etc.