

History 3311
The Study of History – Spring 2016
Sul Ross State University, Alpine, Texas

Instructor: Ms. Judith Parsons

Class Hour: 9:30 TTH

Office: LH202

Office Phone: 837-8148

E-mail address: jparsons@sulross.edu

Office Hours:

2:00-3:30 PM TTH

Other hours by appointment

Books (REQUIRED) Do not use ebook version:

Michael J. Salevouris with Conal Furay, *The Methods and Skills of History: A Practical Guide*. 4th 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.

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 - 2 absences.

80 points -- 3 - 4 absences.

70 points -- 5 - 6 absences.

The University attendance policy states that instructors shall drop students for excessive absences, with a resulting grade of F. In an hour and a half class, **6 absences are considered excessive. You may be dropped after 6 class periods missed.**

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 for certified disability.
7. You are expected to give your attention to this class.
8. Turn off and **put away** all electronics – cell phones, laptops, notebooks, iPads, beepers, pagers, et.

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 11 and ends before your first class on Monday, March 21. Please make your travel plans accordingly. You are expected to be in class for the entire period on March 10.

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 2016

Tentative Outline of Course – May Be Modified by the Instructor if Necessary

When the assignment in *Methods and Skills* requires exercises to be turned in on SafeAssign, complete your document in Word and save it to your desktop or a flash drive, go to Blackboard SafeAssign, browse, find your completed document and submit it before 9:00 a.m. on date due. Always bring copies of completed exercises to class for discussion

- Tuesday, January 19** Introduction and discussion of class requirements
- Thursday, January 21** *Methods & Skills*, Preface, **Ch. 1 "The Uses of History."** Read the chapter. Do all Set A exercises. For Exercise A2, "Writing Capsule 1," read the capsule on writing topic sentences, write a short, paragraph-length essay on the topic. **Turn in Exercise A2 on SafeAssign.** Read **Ch. 2 "The Nature of History: History As Reconstruction."** Answer Set A Exercises 1 and 2. Follow instructions in book.
- Tuesday, January 26** *Methods & Skills*, **Ch.3 "Historical Thinking: Continuity and Change."** Read the chapter. Do Set A, Exercise 1. Read for class discussion **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.
- Thursday, January 28** Continue Chapter 4. Read for possible class discussion *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. Look at the discussion topics and jot down some notes for class discussion. Do Set A, Exercise 2. Read and follow the instructions on p. 76 - 77 carefully. Read Writing Capsule 3. Turn in the exercises on SafeAssign before 9:00 a.m. Bring a copy to class for discussion.
- Tuesday, February 2** *Methods & Skills*, **Ch.6 "History Writing: Telling A Story."** Complete Set A, Exercises 1 and 2. On Set A Exercise 3, you are to write a two page paper on the topic provided, following the instructions on pages 93-94. This takes time, do not wait until the last minute. Turn in on SafeAssign and bring copy to class.
- Thursday, February 4** Read *Methods and Skills*, **Ch.8 "Reading History."** Do Set A, Exercise 1, Exercise 2, and, Exercise 3. Read 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.

- Tuesday, February 9** Archives of the Big Bend Orientation. **At 9:30 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.
- Thursday, February 11** **Continuation of Chapter 8 and review for 1st Examination.**
- Tuesday, February 16** **FIRST EXAMINATION.**
- Skip Chapter 9 for now.**
- Thursday, February 18** *Methods and Skills*, Ch. 10 “Evidence.” Read chapter and do Set A, Exercises 1, 2, and 3, and **Set B, Exercise 4 and 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.
- Tuesday, February 23** Continuation of previous chapter exercises. Read *Methods and Skills*, Ch. 11 “Oral Histories, Statistics and Photographs” and do Set A, Exercise 1 and Exercise 2. Read *Methods and Skills*, Ch. 12 “Interpretation.”
- Friday, February 20** *Methods and Skills*, Ch. 12 “Interpretation” and do Set A, Exercise 1 and 2, and Set A, Exercise 4. This is a long assignment. Do not wait until the last minute to began the assignment.
- Monday, February 23** Read *Methods and Skills*, Ch. 13 “Writing for Your Reader,” and do Set A Exercises 1,2 and 3. Exercise 3 requires you to write a 3 - 4 page paper based on primary sources in Appendix A (pp. 287-294). Follow the instructions on pages 251 and 287. Turn in the exercise on SafeAssign before 9:00 a.m. and bring a copy to class for discussion.
- Thursday, February 25** Continuation of previous class. Read for class discussion in *After the Fact*, Introduction, "Prologue: The Strange Death of Silas Deane: The Problem of Selecting Evidence."
- Tuesday, March 1** *After the Fact*, Chapter 1, "Contact" and "Chapter 2, "Serving Time in Virginia"
- Thursday, March 3** *After the Fact*, "Chapter 2, "Serving Time in Virginia" and Chapter 3, "The Visible and Invisible Worlds of Salem"

Tuesday, March 8	<i>After the Fact</i> , Chapter 4, "Declaring Independence" and Chapter 5, "Material Witness"
Thursday, March 10	<i>After the Fact</i> , Chapter 5, "Material Witness" and Chapter 6, "Jackson's Frontier -- And Turner's"
MONDAY, MARCH 14 - FRIDAY, MARCH 18 – SPRING BREAK – NO CLASSES!!	
Tuesday, March 22	<i>After the Fact</i> , Chapter 6, "Jackson's Frontier -- And Turner's and Chapter 7, "The Madness of John Brown"
Thursday, March 23	<i>After the Fact</i> , Chapter 7, "The Madness of John Brown" and Chapter 8, "The View From the Bottom Rail"
Tuesday, March 29	SECOND EXAMINATION
Thursday, March 31	<i>After the Fact</i> , Chapter 9, "The Mirror With a Memory" and Chapter 10, "USDA Government Inspected"
Tuesday, April 5	<i>After the Fact</i> , Chapter 10, "USDA Government Inspected" and Chapter 11, "Sacco and Vanzetti"
Thursday, April 7	<i>After the Fact</i> , "Huey Generis," PSI and Chapter 12, "Dust Bowl Odyssey"
Tuesday, April 12	<i>After the Fact</i> , Chapter 12, "Dust Bowl Odyssey" and 13 "The Decision to Drop the Bomb"
Thursday, April 14	Student class presentations
Tuesday, April 19	Student class presentations
Thursday, April 21	Student class presentations
Tuesday, April 26	<i>After the Fact</i> , Chapter 14, "From Rosie to Lucy" and Chapter 15, "Sitting In"
Thursday, April 28	<i>After the Fact</i> , Chapter 15, "Sitting In" and Chapter 16, "Breaking into Watergate"
Friday, May 1	<i>After the Fact</i> , Chapter 17, "Where Trouble Comes" and <i>Methods and Skills</i> , Ch. 8 "History on Film."

Tuesday, May 10 8:00 am – FINAL EXAMINATION.