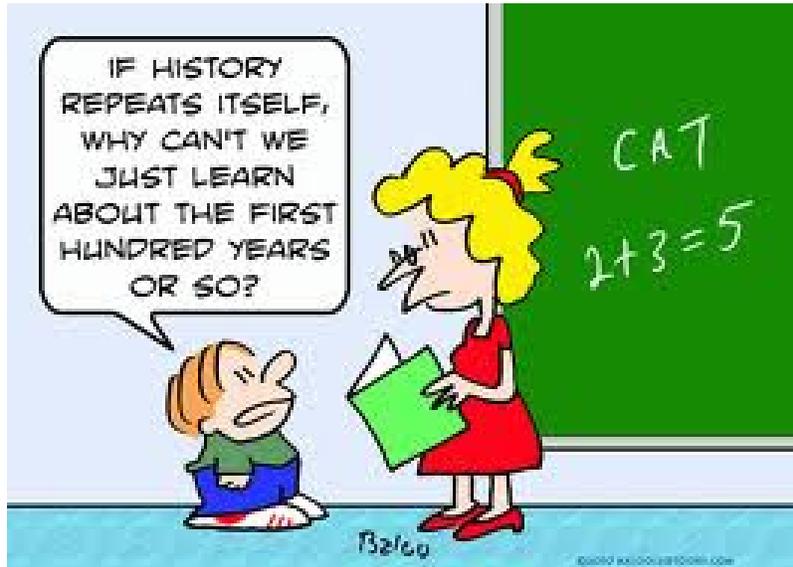


HIST 3311
The Study of History
Spring 2017
Tuesday and Thursday
9:30 to 10:45
LH 303



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Office Hours: MW 9:00 to 9:50; T, Th. 11:00 to 12:00; or by appointment

COURSE DESCRIPTION:

What is history? If it is simply a collection of facts, why are there so many different books written about the American Revolution, the American Civil War, or other events in American history? The Study of History prepares history majors and minors to be better able to answer these questions. This seminar introduces students to a range of historical methods and topics. We will examine our current and past assumptions about progress, the nature of change, the reliability of sources, historical objectivity, and the purpose of the historical profession. By its nature, such a course can never be “complete,” but we will read widely across temporal borders, sample a range of perspectives on the writing of history, and consider a number of theoretical approaches that have been influential in the field. Students will also hone skills essential to the historian’s craft—reading and writing.

REQUIRED TEXTS:

- Foner, Eric and Lisa McGirr, eds. *American History Now*. Philadelphia: Temple University Press, 2011. ISBN 978-1-4399-0244-8.

- Turabian, Kate L. *A Manual for Writing Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 2011. ISBN 978-0-226-82336-2. You must at least have the 7th Edition.
- Supplemental readings will be announced in class. These readings will be uploaded to Blackboard for you to download, or they can be found online.

STUDENT LEARNING OUTCOMES:

The graduating student in history will be able to:

1. Develop an informed, critical, and articulated 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.

The Student Learning Outcomes (SLO) will be measured by the administration of weekly quizzes and writing assignments and a final historiographical essay.

GOALS OF THIS COURSE:

Students who have successfully completed History 3311 will have acquired the following competencies:

1. Understand the major historiographical trends in American history over the course of the twentieth century.
2. Define primary and secondary sources and be able to discriminate the difference between them.
3. Identify and define a thesis.
4. Compare and contrast multiple points of view and historical interpretations.
5. Write effectively, logically, and persuasively about topics and individuals in American history with proper citations.
6. Determine and evaluate how historians locate, gather, organize, analyze, interpret, and report information using various methodologies.
7. Understand the professional role that historians play in contemporary society, both as academics and as public historians.

COURSE POLICIES:

1. **Attendance at class meetings:** You are expected to attend every class! Regular attendance and punctuality are vital to academic success. This class is designed to

encourage students' participation and discussion; therefore, any student that expects to do well in this course must be present with the material read. Students whose work schedules or personal obligations prevent regular attendance need to enroll in a section with more convenient meeting times.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor. If you are more than five minutes late to class, do not attend class that day as you will already have received an absence. If you leave class early, you will also be counted absent for that day unless you have cleared your early departure with me beforehand.

Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students. If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. Even in the case of documented emergencies, I reserve the right to not excuse the absence. If you are going to be absent from class while traveling on a university-sponsored trip, you must complete a travel authorization form and turn that in to your sponsor or coach at least three days prior to the actual trip; this is required so that you may be listed on the "Explained Absence List" which the Student Life Office prepares and sends out to all faculty.

Attendance counts for 100 points of your final grade.

100 points—No absences
90 points—1 to 2 absences
80 points—3 to 4 absences
70 points—5 absences

The University attendance policy states that instructors shall drop students for excessive absences with a resulting grade of F. **Six 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.

2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number only for emergency situations. A student phone message will normally not be returned due to the problem of "phone tag."

All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late

Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as “What did we cover in class?” will normally not be answered.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Make-up assignments are allowed only in cases of documented, unavoidable events that prevent attendance. Students who are unable to attend the regular session must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide written documentation will not be allowed to make-up the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor or teaching assistant receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and reading the assigned books.
 - a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
 - b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
 - i. **PLEASE** silence all cellphones or place them in airplane mode before class. If your phone disrupts class, I reserve the right to ask you to leave.
 - ii. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom if I find students abusing the privilege.
 - iii. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.

- c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).

6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
 - a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
 - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
 - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

7. **Disclaimer:** This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

ASSIGNMENTS:

1. **Introductory Essay:** On the first day of class, come with a short essay telling me a little about who you are and where you are from. What are your general interests? Specifically, I would like the essay to address something about your experiences with history courses in the past. You can draw from your experiences in elementary school, middle school, high school, or college. I encourage your honesty and welcome your input on what you found most rewarding or most discouraging with your experiences in history courses to date.

Since this is an informal essay, you may either type or write this essay by hand. This will count as a weekly writing assignment. Please limit the essay to one to two pages.

2. **“Cast of Characters” Paragraphs:** Early in the semester, you will write one paragraph describing a key figure who has been influential to the historical profession. These individuals’ names tend to pop up frequently in discussions of history. Your job is to identify their ideas and how they have influenced the practice of history, so that collectively you will generate a sort of Cliff’s Notes of major thinkers. Summarize their ideas and contributions in a carefully constructed 200-300 word paragraph. You will turn in these paragraphs in class. You will also be responsible for giving a brief presentation of what you discovered about your character to the class.

3. **Weekly Reflections:** Most of our meetings will include the discussion of common readings that are required for everyone. Only rarely will there be formal lectures. For each of these common readings, you will be required to write a one-to-two page reflection of the reading, which you will turn in at the end of class. In this reflection, I encourage you to write about ideas, questions, observations, or comparisons that are worth bringing up for discussion. This is not a formal piece of writing but rather something that indicates that you have read and thought about the material. That said, I expect you to write in complete sentences with proper grammar and use citations where appropriate.

Note: You get three “freebies” for days that you do not turn these in.

4. **Quizzes:** Quizzes will be randomly assigned in class. In most cases, these quizzes will NOT be announced prior to their administration. You will be allowed to use notes on quizzes, so I encourage you to take notes while you read. You cannot use the readings during the quizzes. There is no make-up policy for quizzes.

5. **Book Review:** Each of you will be required to select and read a book of your choosing. Note: you must clear your book with me beforehand. You will then write a formal book review. These book reviews must be no more or no less than three pages. A handout will be provided for tips on how to write a successful book review. You will also be required to submit the paper through SafeAssign on Blackboard to check for plagiarism. On the day the book review is due, you will also be responsible for preparing a five minute presentation to the class.

6. **Historiographical Essay:** The major assignment for this class will be a historiographical essay, which you will turn in at the end of the semester. The paper should be between eight to ten pages, double-spaced with standard margins and twelve-point font. For this paper, you get to choose what event, individual idea, or policy you would like to analyze in American history. You will then pick three historical monographs that explore your topic. In the paper, include a brief summary of each, but focus on using the books to explain the trajectory of the field and how interpretations of your topic have changed over time. How has the study of this topic evolved? How many different sources and approaches have been used? What’s been left out and why?

This assignment is worth a total of 400 points (40% of your grade). There will be four different grades associated with this major assignment. The first is a bibliography of the books you chose along with a brief description of why you chose them. For the second grade, you will turn in a copy of your reading notes on the books. The third will be a rough draft of your paper. The final essay will serve as the fourth grade. Here is the breakdown.

Bibliography—	50 pts.
Reading notes—	100 pts.
Rough Draft—	100 pts.
<u>Final Essay—</u>	<u>150 pts.</u>
Total	400 pts.

GRADES:

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Historiographical Essay	400 pts.
Attendance	100 pts.
“Cast of Characters”	100 pts.
Book Review	200 pts.
Weekly Reflections	100 pts.
<u>Quizzes</u>	<u>100 pts.</u>
Total Possible	1000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor's approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

Students with Disabilities:

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 Schwartz, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartz@sulross.edu.

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:

Sul Ross State University is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Sul Ross State University to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.

SEMESTER SCHEDULE

Note: Students will have prior notification of any necessary changes in the semester schedule.

<u>DATE</u>	<u>TOPIC</u>
Jan. 17	Introduction & Overview: Why Study History? <ul style="list-style-type: none">• DUE: Introductory Essay
Jan. 19	What Is History? <ul style="list-style-type: none">• Readings: Edward Carr, “What Is History,” pgs. 1-43.• DUE: Weekly Reflection #1
Jan. 24	20 th Century Historiographical Trends <ul style="list-style-type: none">• Readings: Historiann, “Women’s and Gender History Has Menstrual Blood Smear All Over It. If You Read This Post, You Too Will Be Contaminated” https://historiann.com/2012/08/30/womens-and-gender-history-has-menstrual-blood-smear-all-over-it-if-you-read-this-post-you-too-will-be-contaminated/
Jan. 26	Cast of Characters: First Set DUE: Paragraphs & Class Presentations <ol style="list-style-type: none">1. Thucydides2. St. Augustine of Hippo3. David Hume4. Auguste Comte5. Immanuel Kant6. Friedrich Nietzsche7. Leopold von Ranke8. G. W. F. Hegel9. Fernand Braudel10. Karl Marx11. Jacques Derrida12. bell hooks13. Michele Foucault14. Judith Butler15. Joan W. Scott
Jan. 31	Library Orientation Day
Feb. 2	Marxism

- Reading: Karl Marx, “The Materialist Conception of History.”
- Reading Excerpts from E.P. Thompson, Eric Hobsbawn, Eugene Genovese, and James Scott
- **DUE: Weekly Reflection #2**

Feb. 7 Structuralism & Foucault

- Readings: John Sturrock, “Introduction,” *Structualism and Since*.
- Reading: Jeffrey Weeks, “Foucault for Historians,” *History Workshop Journal* 14 (1982).
- **DUE: Weekly Reflection #3**

Feb. 9 The Postmodern

- Reading: Perter Stearns, “Social History Update: Encountering Post-Modernism,” *Journal of Social History* 21: 2 (1990).
- **DUE: Weekly Reflection #4**
- In-Class Thesis Workshop

Feb. 14 The “Cultural” Turn

- Readings: *American History Now*, Chapter 10
- **DUE: Weekly Reflection #5**

Feb. 16 Book Review Presentations

- **DUE: Critical Book Review & Presentations**

Feb. 21 Colonial America, the American Revolution & the Early Republic

- Readings: *American History Now*, Preface, Chapter 1, and Chapter 2
- **DUE: Weekly Reflection #6**

Feb. 23 Jacksonian America

- Readings: *American History Now*, Chapter 3
- **DUE: Weekly Reflection #7**
- In-Class Primary vs. Secondary Sources Workshop
- **NOTE: Bring your copy of Kate Turabian’s *A Manual for Writers***

Feb. 28 Slavery, the Civil War, and Reconstruction

- Readings: *American History Now*, Chapter 4
- **DUE: Historiographical Essay Bibliography & Prospectus**

- Mar. 2 Frontiers, Borderlands, Wests
- Readings: *American History Now*, Chapter 12 & Chapter 17
 - **DUE: Weekly Reflection #8**
- Mar. 6 Environmental History
- Readings: *American History Now*, Chapter 13
 - In-Class Fact vs. Opinion Workshop
- Mar. 13-17 SPRING BREAK
- Mar. 21 Democracy in America
- Readings: *American History Now*, Chapter 4
 - **DUE: Reading Notes for Historiography Essay**
- Mar. 23 “Tragedy and Triumph”
- Readings: *American History Now*, Chapter 6 & Chapter 14
 - **DUE: Weekly Reflection #9**
- Mar. 28 Women & Gender History
- Readings: *American History Now*, Chapter 15
 - **DUE: Weekly Reflection #10**
- Apr. 4 Immigration and Ethnic History
- Readings: *American History Now*, Chapter 16
- Apr. 6 NO CLASS—Work on rough draft.
- Apr. 11 African American History
- Readings: *American History Now*, Chapter 18
 - **DUE: Rough Draft**
- Apr. 13 Mexican American History
- Readings to be assigned by the professor.
 - In-Class Oral History Workshop
 - **DUE: Weekly Reflection #11**
- Apr. 18 1973 to the Present
- Readings: *American History Now*, Chapter 8

- **DUE: Weekly Reflection #12**

Apr. 20

American Religion

- Readings: *American History Now*, Chapter 11

Apr. 25

Introduction to Public & Digital History

- Readings to be announced.
- **DUE: Weekly Reflection #13**

Apr. 27

NO CLASS- Individual consultations over final papers.

May 2

Historiographical Essay Presentations

May 4

Historiographical Essay Presentations

May 8

Final Papers Due: Monday, 8 am to 10 am

- You must turn in a hard copy to me in my office. LH 212.
- You must also turn in an electronic copy to Blackboard to be checked for plagiarism.