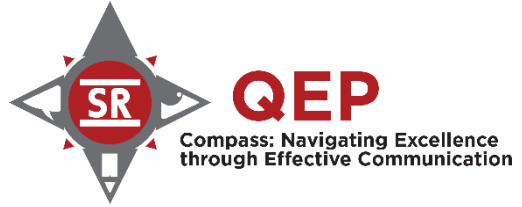


**HIST 3311.V01 – The Study of History**  
**Spring 2023**  
**Course Syllabus**



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<b>Instructor:</b>	Kendra K. DeHart, Ph.D.
<b>Office Hours:</b>	Monday & Wednesday 3:30 to 4:30 & by appointment
<b>Office Location:</b>	LH 212
<b>Telephone:</b>	432-837-8150
<b>Email Address:</b>	kendra.dehart@sulross.edu
<b>Class Schedule:</b>	Online
<b>Classroom Location:</b>	Blackboard
<b>Required Texts:</b>	<p>Foner, Eric and Lisa McGirr, eds. <i>American History Now</i>. Philadelphia: Temple University Press, 2011. ISBN 978-1-4399-0244-8. On Amazon, you can get this book for about \$30. I will also place a copy on Reserve in the SRSU Library—Alpine Campus.</p> <p>Supplemental readings and videos will be required. These will be uploaded to Blackboard for you to download, or they can be found online.</p> <p><b>Suggested Texts:</b> Turabian, Kate L. <i>A Manual for Writing Research Papers, Theses, and Dissertations</i>. Chicago: University of Chicago Press, 2011. ISBN 978-0-226-82336-2.</p>

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**Section I. Introduction**

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 reliability of primary and secondary 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, writing, and critical thinking.

## **Section II. Course Design: Communication Infused**

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21<sup>st</sup> century by developing your communication skills across multiple courses. This history course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:



## **Section III. QEP Student Learning Outcome**

QEP SLO: The student will create written works that exhibit skill in prepared and purposeful communication.

## **Section IV. Course Objectives**

1. Understand the major historiographical trends in American history over the course of the twentieth century.
2. Define primary and secondary sources and the differences between them.
3. Identify and write 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.

## **Section V. Student Learning Outcomes**


1. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
3. The history student will demonstrate knowledge of American History, World History, and Non-American History.

## **Section VI. Marketable Skills**

1. Students can identify useful resources from a pool of data.

2. Students can select and organize data in a relevant manner.
3. Students can make written presentations to various audiences.
4. Students can utilize data to persuade various audiences.
5. Students can utilize data to generate and strengthen ideas.
6. Students can decipher stances adopted by various individuals.
7. Students can meet deadlines in a successful manner.

## Section VII. Course Requirements and Grading

Requirement	Points Possible	Grading Scale
“Cast of Characters”	100	Entire Course A = 895-1000 B = 795-894 C = 695-794 D = 595-694 F = < 595
Book Review	100	
Weekly Reflections/ Quizzes	200	
Attendance/Participation/ Individual Meetings	100	
Historiographical Essay 	500	
<b>Possible Points</b>	<b>1000</b>	

## Section VIII. Course Assignments

1. **Syllabus Quiz and Introductory Paragraphs:** In the first week of class, you will take a syllabus quiz as well as introduce yourself to the class on Blackboard.
2. **“Cast of Characters” Paragraphs:** 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 via Blackboard.
3. **Weekly Reflections/ Quizzes:** 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 two-page reflection of the reading, which you will turn in on Blackboard. 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. There is a total of twelve reflections assigned, but you are only required to submit ten. If you would like to submit the full twelve, the extra two will count as extra credit.

Quizzes will be assigned for certain weeks. You will be allowed to use notes on quizzes, so I encourage you to take notes while you read/ watch the videos.

4. **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.
  
5. **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 can choose any event, individual, idea, or policy you would like to analyze in American history. You will then pick three historical monographs (books) 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? You will also be required to use three primary sources in your essay, proving that you can analyze primary source material as well as place primary source material within the context of secondary source material.

This assignment is worth a total of 500 points (50% 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	100 pts.
Reading notes	100 pts.
Rough Draft	100 pts.
<u>Final Essay</u>	<u>200 pts.</u>
Total	500 pts.

## Section IX. Policies

**Contacting the Instructor:** The instructor’s email is the preferred method of contact. Students should use the phone number only for emergency situations.

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.

**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 posting assignments without late penalties.

**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 receives the assignment.

### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **COPYRIGHT NOTICE:**

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission.

## Section X. Notes on University Programs and Services

### ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. 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](mailto:mschwartz@sulross.edu)

### Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, <https://library.swtjc.edu>. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

### SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook. **Technical Support.** SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055. Email: [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

*Connecting with Students for Success*

As a part of a research study, I am committed in this course to the following:

I will know your name	I will provide user-friendly, timely feedback on your assignments	I will hold high standards and support you to achieve them	I will hold an individual meeting with each student during the semester
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# SEMESTER SCHEDULE

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

## **Jan. 18 to Jan. 20—Orientation**

Watch: “History vs. Historiography” on Blackboard

<https://www.youtube.com/watch?v=jtsjuZHOEb4>

### **DUE 1/23:**

- Introductory Forum
- Syllabus Quiz
- Reflection: What is History? What is Historiography?

## **Jan. 23 to Jan. 27—What is History?**

Read: Edward H. Carr, “What Is History?” pgs. 1-81 on Blackboard.

[http://www.24grammata.com/wp-content/uploads/2013/06/Carr-What-is-history-24grammata.com\\_.pdf](http://www.24grammata.com/wp-content/uploads/2013/06/Carr-What-is-history-24grammata.com_.pdf)

### **DUE 1/30:**

- Quiz over Carr

## **Jan. 30 to Feb. 3—Cast of Characters**

Cast of Characters: I will assign each student *two characters* from this list. You will be required to write a short paragraph on each and post on Blackboard.

1. Herodotus
2. St. Augustine of Hippo
3. David Hume
4. Auguste Comte
5. Immanuel Kant
6. Friedrich Nietzsche
7. Leopold von Ranke
8. G. W. F. Hegel
9. Fernand Braudel
10. Karl Marx
11. Jacques Derrida
12. bell hooks
13. Michele Foucault
14. Judith Butler
15. Eric Foner
16. Joan W. Scott

### **DUE 2/1:**

- Cast of Characters Paragraphs on Blackboard.

## **Feb. 6 to Feb. 10—Marxism**

Read: Karl Marx, “The Materialist Conception of History” on Blackboard

DUE 2/6:

- Quiz: “The Materialist Conception of History”
- Reflection over “The Materialist Conception of History”

Watch:

- “Postmodernism and History” on Blackboard  
<https://www.youtube.com/watch?v=5Xoco7Vt-U>
- “Foucault: Government Surveillance & Prison”  
<https://www.youtube.com/watch?v=AHRPzp09Kqc>

DUE 2/8:

- Quiz over videos.

**Feb. 13 to Feb. 17—The “Cultural” Turn**

Read: *American History Now*, Preface & Chapter 10  
OR “The Great Cat Massacre” on Blackboard

DUE 2/13:

- Reflection over either Chapter 10 or “The Great Cat Massacre”

DUE 2/15:

- PICK A BOOK TO REVIEW: **Schedule individual meetings with professor.**

**Feb. 20 to Feb. 24—Colonial America, the American Revolution, & the Early Republic**

Read: *American History Now*, Chapter 1 & Chapter 2

DUE 2/22:

- Reflection over Chapter 1 & 2

**Feb. 27 to Mar. 3—Jacksonian America**

Read: *American History Now*, Chapter 3

DUE 3/1:

- Reflection over Chapter 3

**Mar. 6 to Mar. 10**

DUE 3/6:

- Critical Book Review

**Mar. 13 to Mar. 17—SPRING BREAK**

**Mar. 20 to Mar. 24—Slavery, the Civil War, and Reconstruction**

Read: *American History Now*, Chapter 4

DUE: 3/20



- Quiz: Primary vs. Secondary Sources and How to Cite Them

*DUE 3/22:*

- Reflection over Chapter 4

**Mar. 27 to Mar. 31. 1—Frontiers, Borderlands, and Wests**

Read: *American History Now*, Chapter 12 & Chapter 17

*DUE 3/29:*

- Reflection over Chapter 12 & 17

**Apr. 3 to Apr. 7—Women & Gender History**

Read:

- *American History Now*, Chapter 15
- Historiann, “Women’s and Gender History Has Menstrual Blood Smearred 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-smearred-all-over-it-if-you-read-this-post-you-too-will-be-contaminated/>

*DUE 4/3:*

- Reflection over Chapter 15

*DUE 4/5:*

- Bibliography Due

**Apr. 10 to Apr. 14—Immigration and Ethnic History**

Read: *American History Now*, Chapter 16

*DUE 4/12:*

- Reflection over Chapter 16

**Apr. 17 to Apr. 21—Introduction to Public & Digital History**

Readings/ Videos to be Announced

*DUE 4/19:*

- Reading Notes Emailed to Professor

**Apr. 24 to Apr 28**

*DUE 4/24:*

- Rough Drafts Due
- Peer Reflections & Workshops

*DUE 5/1-5/5:*

- Individual Meetings with Professor

**FINAL PAPER DUE: Monday, May 15<sup>th</sup> by Midnight**

- Post on Blackboard

## QEP MAPPED CLASS CARDINAL RUBRIC

### Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

### Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

### Glossary

*The definitions below serve to clarify terms and concepts used in this rubric only.*

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.



## QEP MAPPED CLASS CARDINAL RUBRIC

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.*

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>	<b>Formative</b>
<b>Organization</b>	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
<b>Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
<b>Professional/Academic Language</b>	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
<b>Supporting Material</b>	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility or authority on the topic. Generally attributes sources as	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
<b>Technique</b>	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.