

HIST 2302: Methodology

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Course Description:

This required course for History majors introduces students to what historians do and how they go about doing it. The class introduces students to crucial skills and ways of thinking about the past. Over the semester, students will be challenged to reflect upon themselves as students and historians-to-be, to engage in skills of research, analysis, and writing, and to think historically. As a required course for the major, students must earn a “C” grade or better in order to earn a B.A. in History. In short, this class offers students a foundation for success in upper-level History classes in particular and in the History major in general.

Learning Outcomes:

This course’s assignments reinforce the History Department’s Program Learning Outcomes:

Students who earn the Bachelor of Arts in History will be able to:

- Demonstrate content knowledge of history.
- Analyze primary and secondary sources for their historical content and interpretations.
- Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation.

The History Department believes that these learning outcomes will contribute to a student’s ability to **think historically**, which includes:

- understanding the people of the past.
- understanding the perspective of historical actors and to view those historical actors from a critical, scholarly perspective.
- recognizing that people, events, ideas, and cultures have influenced later people, events, ideas, and cultures.
- recognizing that history involves both change and continuity over time; and,
- explaining connections between particular people, events, ideas, or texts and their historical contexts.

Students who complete successfully all assignments will also demonstrate increased skills of self-reflection and analysis.

Assigned Readings (by type and reading order):

Books:

John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford University Press, 2002); ISBN 978-0195171570.

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (University of Chicago Press, 2013); ISBN 978-0226816388.

Natalie Zemon Davis, *The Return of Martin Guerre* (Harvard University Press, 1983); ISBN 978-0674766914.

William Strunk, Jr. and E.B. White, *The Elements of Style*, 4th ed. (Pearson, 1999); ISBN 978-0205309023.

PDFs on Course Den (abbreviated below as CD):

James West Davidson and Mark Hamilton Lytle, "Chapter 2: The Visible and Invisible Worlds of Salem," in *After the Fact: The Art of Historical Detection*, 5th ed. (New York: McGraw-Hill, 2005), 24-48.

Brendan McConville, *The King's Three Faces: The Rise & Fall of Royal America, 1688-1776* (Chapel Hill, NC: University of North Carolina Press, 2006), 1-11. (introduction)

Holger Hoock, *Scars of Independence: America's Violent Birth* (New York: Crown, 2017), 3-20. (introduction)

R.R. Palmer and Joel Colton, *A History of the Modern World*, 4th ed. (New York: Alfred A. Knopf, 1971), 930-939.

Mark Kishlansky, Patrick Geary, and Patricia O'Brien, *A Brief History of Western Civilization: The Unfinished Legacy*, 3rd ed. (New York: Longman, 2002), 659-666, 672-676.

Sam Wineburg, "On the Reading of Historical Texts: Notes on the Breach Between School and Academy," in *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001), 63-88.

Nathan Michalewicz, "François de Beaucaire de Péguillon and the Ottoman Empire: Perceptions of a Sixteenth-Century Militant Bishop," *Proceedings of the Western Society for French History*, vol. 40 (2012), 15-25.

David Thomson, ed., *France: Empire and Republic, 1850-1940*, Documental History of Western Civilization (New York: Harper Torchbooks, 1968), 36-45 (Duc Albert de Broglie and Karl Marx).

Jean Coras, *A memorable decision of the High Court of Toulouse.....*, trans. by Jeannette K. Ringold and Janet Lewis; from:
http://faculty.virginia.edu/ajmlevine/544_filmhist/coras.html.

Peter Charles Hoffer, "Chapter 6: Plagiarism: The Cases of Stephen Ambrose and Doris Kearns Goodwin," in *Past Imperfect: Facts, Fictions, Fraud – American History from Bancroft and Parkman to Ambrose, Belleisles, Ellis, and Goodwin* (New York: Public Affairs, 2004), 172-207.

Articles Available on JSTOR (online database accessible through Ingram Library website):

Natalie Zemon Davis, "Movie or Monograph? A Historian/Filmmaker's Perspective," *The Public Historian*, vol. 25, no. 3 (Summer 2003), 45-48.

Robert Finlay, "The Refashioning of Martin Guerre," *American Historical Review*, vol. 93, no. 3 (June 1988), 553-571.

Natalie Zemon Davis, "On the Lame," *American Historical Review*, vol. 93, no. 3 (June 1988), 572-603.

Joan W. Scott, "Storytelling," *History and Theory*, vol. 50, no. 2 (May 2011), 203-209.

Note:

JSTOR is an online database containing hundreds of scholarly journals and related materials. The site is accessible to you through the Ingram Library website (<http://libguides.westga.edu/databases>); from the main list of databases, click on "J" and scroll down as JSTOR is the last listing in the menu. When you click on JSTOR, you will be taken to the advanced search page. You can either search by author, title, or keyword from the article list above or use the "browse" feature (in the top menu) to search a list of journals in alphabetical order. Once you get to the specific journal, you can search inside by month and issue number. Once you find the articles listed above, I suggest strongly that you download them as PDFs – there will be an option for doing so in the right-hand menu.

Finally, do remember if using the Ingram Library website when off campus, you will need to use the library password to identify yourself as a paying UWG student.

Grading and Policies:

Your final course grade will be factored as follows:

Brief Reflections:	10%
Brief Reactions:	10%
Professionalism Assignments:	05%
In-Class Assignments:	20%
Primary Source Research Paper Project:	35%
Participation:	20%

• *General University Policies:*

Information regarding university-wide policies can be found at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

In addition, for information from the University System of Georgia Board of Regents regarding your second amendment rights and responsibilities on campus, please see <http://www.usg.edu/hb280>.

• *Factoring Grades:*

I will not factor your grade until the end of term when all assignments are completed. If you are interested in your current standing in the class, please keep assignments and use the percentages above.

• *General Points:*

Detailed information regarding assignments will be provided separately, both in specific assignment sheets posted on Course Den and in class.

All assignments are on the date indicated in the Course Outline below. Only a serious and unavoidable cause, such as a documented medical condition or family emergency, will be accepted as an excuse for failing to completing an assignment on time. Official documentation must be provided for all causes.

Assignments must be submitted electronically, via the Course Den Dropbox (aka Assignment Submissions) before 9AM on the days marked on the Course Outline below with “CD”. All assignments must be typed, double-spaced, in 12-pt Times New Roman font, with regular margins (1.25 left and right, 1.0 top and bottom). You must write the full page-length of the assignment—that means, any space devoted to your name, the date, the class, etc. at the top of the first page does not count towards fulfilling the page length.

As for readings, all assignments must be read before related discussions, as marked on the Course Outline below.

• *Grading Criteria*

Assignment and final grades reflect your mastery of assigned materials, particularly lectures and readings.

In general, “A” grades reflect totally excellent work—work that is well written, well organized, and well argued; work that avoids summarizing and instead integrates lecture and reading material into a deep analysis. “A” work contains no factual errors, excellent writing with no mistakes in spelling, grammar, or organization, and displays complete mastery of the main issues of our class.

“B” grades indicate good work—work that mixes analysis with summary. “B” work contains few factual errors, good writing with few mistakes in spelling, grammar, or organization, and displays a good command of the main issues of our class.

“C” grades indicate average work that offers only summary and lacks analysis and organization. “C” work contains some factual errors, average writing with some mistakes in spelling, grammar, or organization, and displays an average command of the main issues of our class.

Something to think about: a “C” reflects summarizing of the material (the questions of who, what, and when)—“B” and “A” indicate you have gone beyond mere summary to address the crucial questions of why and how.

“D” grades reflect poor work that fails to demonstrate a mastery of assigned material. “D” work contains many factual errors, poor writing with many mistakes in spelling, grammar, or organization, and displays a less-than-average mastery of the main issues of our class.

“F” grades reflect work that fails to achieve any of the above criteria and display no mastery of assigned materials whatsoever.

Numerical Equivalents of Letter Grades:

	B+ = 88	C+ = 78	D+ = 68	F = 50
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	
A-/B+ = 90	B-/C+ = 80	C-/D+ = 70		

Note: Failure to complete/turn in an assignment will result in a grade of zero, not F.

• *Plagiarism*

All assignments in this course are designed to test your ability to use and analyze class materials, including readings and lectures. Outside materials, including the internet, are not necessary to answer any of the assigned questions. To be more precise, only your discussion of required class material will count towards your grade—information from outside WILL NOT BE FACTORED IN YOUR GRADE.

However, ANY ACT of plagiarism (the use of someone else’s words or ideas without citation) from ANY SOURCE (class materials and/or outside, including from the internet) will be dealt with severely, so remember to always cite all words and ideas that are not your own. Please recall that when you entered UWG, you consented to uphold our Honor Code, in which all students “pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrications, aid of academic dishonesty, lying, bribery or threats, and stealing.” Moreover, you agreed to the following: “[a]s a West Georgia student, I will represent myself truthfully and complete all academic assignments honestly. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through processes due me as a university community member.” You can review the Honor Code at: <http://www.westga.edu/~handbook/index.php?page=honorcode>.

For any instance of plagiarism discovered, I will report the incident to relevant university authorities and impose the same penalty: an absolute 0 points for the assignment. An absolute zero for the assignment will have an adverse impact on the final grade; at the worst, it may result in failure for the course. Based on the severity of the incident, additional measures may be taken. Plagiarism is simple to avoid: if in doubt, cite! If you have any questions regarding plagiarism and the policies stated above, please come see me.

Also, please note that any papers turned in for multiple classes (for classes in this or previous semesters) are in violation of plagiarism guidelines.

• *Participation*

Your active participation is absolutely critical for the success of our class. Discussions are an important component of this course and I expect you to be ready to ask and answer questions and, moreover, to be willing and able to lead debates about the issues under question. Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert, asking questions directly related to class material, and taking notes during lectures and taking advantage of office hours. Being absent, arriving late, or leaving early will earn you 0 participation points

for the day. So, too, will sleeping in class. Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

• *Etiquette and Obligations*

Throughout the semester, I expect you to behave with civility and courtesy—especially so considering the nature of the subject matter under discussion. By choosing to enter UWG, you have decided to engage in a professional endeavor, and must comport yourself accordingly. Not only does this mean always being respectful of your colleagues even when you disagree with their viewpoints, but also means continually contributing to a productive learning environment for all.

These contributions include keeping all comments and questions connected to specific course material, and making sure your cell phone and other electronic devices (I-Pods, etc.) are turned off and not used or consulted during class. Laptops will only be allowed with a valid medical cause and the permission of the instructor. Recording of lectures is not permitted.

Again, it should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire period. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early.

Unprofessional behavior and any disruption of the learning environment cannot and will not be tolerated. Continual behavioral issues constitute grounds for being dropped from the course.

In addition, USG and UWG have become concerned about what they call “non-engagement,” meaning displaying the behaviors discussed above. This is because students who do not maintain mental focus on class material tend to do poorly in specific classes and have difficulties completing college in general. Early in the semester, those who remain “non-engaged” with the learning process are to be identified by faculty to appropriate university offices so that the University can intervene with appropriate support and assistance to ensure student success.

Enrolling in this course means that you and I have a contractual obligation to one another: I am obligated to teach to the best of my ability; you are obligated to know the material provided in lectures, to complete the readings and writing assignments in a timely manner, and to engage actively and professionally in the process of learning.

• *Accessibility Services*

One of the most important resources across the entire university is the Office of Accessibility Services (http://www.westga.edu/counseling/index_8884.php), which works to help ensure equal opportunities for all students. For those who have need of the Office’s services, please make sure your information packet is e-mailed to me from your official university address during the first week of the semester. If you plan on taking the two exams at the testing office (<http://www.westga.edu/lst/index.php>), you must make arrangements at least a week in advance. I will direct the center to administer the exam on the day marked in the Course Outline below.

• *Communications*

All electronic communication must use your UWG e-mail account. Please keep in mind that I will check my e-mail during normal business hours Monday through Friday. In other words, do not expect instantaneous responses. In addition, in order to respect your privacy, I can not discuss grades over e-mail.

Finally, I reserve the right to modify this syllabus during the semester if circumstances warrant. You will be informed at all times of any changes. If changes are substantial, I will either tell you in class or issue a revised syllabus.

Course Outline:

Week:	Monday:	Wednesday:
01	<p>Note: CD below means submit electronically on Course Den by 9AM on the date indicated.</p>	<p>08/09: Class Introduction</p>
02	<p>08/14: Skills of Success: 1. Time Management 2. Notes</p> <p>DUE:</p> <p>Brief Reflection (CD): Study Skills</p> <p>Brief Reflection -Prework (CD): Ideal Schedule: Complete template – Course Den</p> <p>In-Class Assignment: Questionnaire</p>	<p>08/16: Why Be A History Major? Guest: Dr. Daniel Williams Guest: Ms. Kristi Conner</p> <p>DUE:</p> <p>Brief Reflection (CD): Why History?</p> <p>Professionalism Assignment (CD): Draft Resume</p>
03	<p>08/21: Why Be A History Major? Guests: Mr. Matthew Hager Ms. Emily Harrington Ms. Mollie Marlow</p> <p>DUE:</p> <p>Professionalism Assignment (CD): Revised Resume</p>	<p>08/23: What <u>IS</u> History?</p> <p>READ for In-Class Discussion: Gaddis, <i>Landscape</i> Learning Outcomes</p> <p>DUE:</p> <p>Brief Reaction (CD): Learning Outcomes and Gaddis</p>

04	<p>08/28:</p> <p>What <u>IS</u> History? Guests: Dr. Julia Brock Dr. Steve Goodson Dr. Gary VanValen</p> <p>DUE:</p> <p>Brief Reflection (CD): Ideal Schedule</p>	<p>08/30:</p> <p>What is Historiography? Guest: Dr. Timothy Schroer</p> <p>READ for In-Class Discussion: <i>After the Fact</i> – Salem</p> <p>DUE:</p> <p>Brief Reaction (CD): <i>After the Fact</i> – Salem</p>
05	<p>09/04:</p> <p>Labor Day – No Class</p>	<p>09/06:</p> <p>How is Historiography Used?</p> <p>READ for In-Class Discussion:</p> <ol style="list-style-type: none"> 1. Intro to McConville 2. Intro to Hook <p>DUE:</p> <p>Brief Reaction (CD): Book Intros to McConville & Hook</p>
06	<p>09/11:</p> <p>Historiography and Textbooks</p> <p>READ for In-Class Discussion: <i>Textbooks on the Cold War:</i></p> <ol style="list-style-type: none"> 1. Palmer/Colton 2. Kishlansky, et. al. <p>DUE:</p> <p>Brief Reaction (CD): Palmer/Colton & Kishlansky, et. al.</p>	<p>09/13:</p> <p>How <u>DO</u> Historians Read and Write?</p> <p>In-Class Discussion:</p> <ol style="list-style-type: none"> 1. How to “gut” a book 2. Questions to ask primary sources 3. The five-paragraph essay format

07	<p>09/18:</p> <p>How <u>DO</u> Historians Read?</p> <p>READ: Sam Wineburg, “On the Reading”</p> <p>READ for In-Class Assignment: <i>Bring hardcopies to class</i></p> <ol style="list-style-type: none"> 1. Michalewicz 2. Broglie & Marx in Thomson, ed. <p>IN-CLASS Assignment:</p> <ol style="list-style-type: none"> 1. Gutting a Secondary Source 2. Reading a Primary Source 	<p>09/20:</p> <p>Doing Research – Library Databases Guest: Ms. Jessica Critten</p> <p>PAPER PROJECT: Pick 3 Primary Sources for Paper <i>Must use library databases</i> <i>Sources must be connected.</i> <i>Must turn in list at end of class.</i></p>
08	<p>09/25:</p> <p>Thinking About Research</p> <p>READ for In-Class Discussion: Turabian, 8th ed., Part 1</p> <p>DUE:</p> <ol style="list-style-type: none"> 1. Brief Reflection (CD): Research 2. Paper Project (CD): Draft Question and Bib. 	<p>09/27:</p> <p>What Are Historical Topics & Questions?</p> <p>PAPER PROJECT (In-Class): Peer Editing of Q and Bibliography</p>
09	<p>10/02:</p> <p>Putting It Together – Martin Guerre</p> <p>READ for In-Class Discussion: Jean Coras (the primary source)</p> <p>DUE:</p> <p>Brief Reaction (CD): Coras</p>	<p>10/04:</p> <p>Putting It Together – Martin Guerre</p> <p>Film: <i>Le retour de Martin Guerre</i> (begin)</p> <p>DUE:</p> <p>Paper Project (CD): Revised Question and Bib with Intro</p>

10	<p>10/09:</p> <p>Putting It Together – Martin Guerre</p> <p>Film: <i>Le retour de Martin Guerre</i> (end)</p> <p>In-Class Discussion: Film (begin)</p>	<p>10/11:</p> <p>Putting It Together – Martin Guerre</p> <p>In-Class Discussion: Film and Coras (Primary Source)</p> <p>DUE:</p> <p>Brief Reaction (CD): <i>Le Retour de Martin Guerre</i> (film)</p>
11	<p>10/16:</p> <p>Putting It Together – Martin Guerre</p> <p>READ for In-Class Discussion: Davis, <i>The Return of Martin Guerre</i> -----, “Movie or Monograph?”</p> <p>DUE:</p> <p>Brief Reaction (CD): Davis, <i>Return</i>, “Movie/Monograph?”</p>	<p>10/18:</p> <p>Putting It Together – Martin Guerre</p> <p>READ for In-Class Discussion: 1. Finlay, “Refashioning” 2. Davis, “On the Lame” 3. Scott, “Storytelling”</p> <p>DUE:</p> <p>Brief Reaction (CD): Finlay, Davis, Scott</p>
12	<p>10/23:</p> <p>Writing – Making an Argument</p> <p>DUE:</p> <p>Paper Project (CD): Paper Draft</p>	<p>10/25:</p> <p>Writing – Grammar and Style</p> <p>READ for In-Class Discussion: Strunk and White, <i>Elements</i></p> <p>DUE:</p> <p>Brief Reflection (CD): Personal Writing Style</p>

13	<p>10/30: Writing – Citations and Chicago Style</p> <p>SKIM for In-Class Discussion: Turabian on Formatting (Chap 17)</p> <p>In-Class Assignment: Citations Quiz (open book)</p>	<p>11/01: Writing – Plagiarism</p> <p>READ for In-Class Discussion: Hoffer, <i>Past Imperfect</i> (plagiarism)</p> <p>DUE:</p> <p>Brief Reaction (CD): Hoffer, <i>Past Imperfect</i> (plagiarism)</p> <p>Paper Project (CD): Revised Paper Draft <i>E-mail copy to Peer Editing Group</i></p>
14	<p>11/06: Peer Editing Day</p>	<p>11/08: Thinking Strategically – Upper Level Classes Guests: Dr. Keith Pacholl Dr. Nadya Williams</p> <p>In-Class Discussion: Spring Semester Schedules</p>
15	<p>11/13: Individual Meetings During Office Hours – No Formal Class Meeting</p>	<p>11/15: Individual Meetings During Office Hours – No Formal Class Meeting</p>
16	<p>11/20: Thanksgiving Break – No Class</p>	<p>11/22: Thanksgiving Break – No Class</p>
17	<p>11/27: Thinking Strategically – Looking Ahead – Longer Term Guests: Dr. Ann McCleary Dr. Stephanie Chalifoux</p> <p>DUE on Course Den: Final Draft of Primary Source Paper</p>	<p>11/29: Wrapping Up</p>