

Hist 2302 S01: The Historian's Craft - Methodology, Spring 2018

Instructor: Ihor Pidhainy
 Class Meeting – MW 11-12:15
 Location – James E Boyd Build MP 302
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COURSE INFORMATION

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.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts

The following titles are available for purchase at the UWG bookstore:

1. Aberth, John. *The Black Death: The Great Mortality of 1348-1350: A Brief History with Documents*. 2nd edition. New York: Bedford, 2017. (ISBN: 978-1-319-04887-7)
2. Brook, Timothy, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. New York: Bloomsbury Press, 2008. (ISBN: 978-1596915992)
3. Cheek, Timothy, *Mao Zedong and China's Revolutions: A Brief History with Documents*, New York: Bedford, 2002. (ISBN: 13: 978-0-312-25626-5)
4. Salevouris, Michael & Conal Furay *The Methods and Skills of History. A Practical Guide*. 4th edition. Wiley Blackwell, Singapore, 2017. (ISBN: 978-1-118-74544-1)
5. Turbalian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th edition. Chicago: University of Chicago Press, 2013. (ISBN: 978-0226816388)

Course Objectives and Learning Outcomes

Courses need to have learning objectives listed at the course and module/weekly level that are measurable and student-centered.

As a required course for History Majors, this course will reinforce the Learning Outcomes of the History Department

1. Demonstrate content knowledge of history
2. Analyze primary and secondary sources for their historical content and interpretations
3. Demonstrate ability to research according to historical methods
4. Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation

We believe that these learning outcomes will contribute to your ability to think historically, which includes

- understanding the people of the past;
- understanding the perspectives 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.

Assignments

Assignment name	Description	Due Date	Value
Assignments	These short assignments (3-4 pages) allow students to practice writing and analytical skills.	Jan 19 (Friday), Feb 9 (Friday), Mar 5 (Mon), Apr 2 (Mon)	30%
Brief Reactions	These 7 brief write-ups (1-2 pages) are based on readings from the course	At the start of the class for our three readers, except for first one: Jan 12 (Fri), Feb 12, Feb 14, Feb 19, Feb 26, March 5, March 7	15%
Professional assignment	Resume assignment	January 22, 2018	5%
Research Project	Major assignment in the course, where students will demonstrate their ability to use primary and secondary sources to	Varies (see description below)	25%

Assignment name	Description	Due Date	Value
	construct an academic paper. The final paper should be 7-10 pages.	Final project: April 23, 2018	
Homework	This grade is achieved by completing homework assigned from our workbook. Please note that the assignments are generally split into two parts – Section A and Section B due on different days	The homework from the workbook is split into two parts. Section A exercises will be due at the start of class on Mondays. Section B exercises will be due on Wednesday afternoons by 3:00 p.m.	10%
Participation	This will be based on students' participation in discussions in-class. Outstanding contributions will be noted.	NA	15%
TOTAL			100

<https://sites.google.com/a/westga.edu/rubrics/uwgrubrics>

Grading Information and Policy

Grading structure and point scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
< 60%	F

Grading Rubrics

Brief Reactions

These brief reactions (1-2 pages) are your initial responses to various assigned readings, before they have been discussed in class. The purpose of these is for you to attempt your own unsupervised intellectual explorations.

Grading ABC scale.

A – excellent – you've shown intellectual interest in the topic and reading.

B – Very Good – The work is good. At the minimum it satisfies the questions and topic. At the high end, it shows you are on the verge of excellent work.

C - Mediocre – The work appears listless and lifeless – as if slapped together just before class.

D – You will be asked to rewrite your reaction. (You will cap at a C)

Assignments

These are short writing assignments that range from 3-4 pages. They follow earlier **brief reactions** and in-class discussion of the readings. The purpose of these is for you to tether your intellectual insights to patterns and schemes that we are studying in general.

Grading ABC scale

A – excellent – You’ve demonstrated mastery of the question and an incisive use of your source material, as demonstrated by your citations. Writing style is very good.

B – Very Good. You’ve provided a very good answer and made good use of your sources. There is room for further development in your answer, though – whether in the thesis, argument, use of evidence or other aspect. Writing style is good, though some room for improvement.

C Good. You’ve done a decent job answering the question. There is a lot of room to improve your answer, whether it be your thesis, your general argument, your evidence or other aspect of your answer. In addition, writing style might be improved in some way, shape or form

D. Poor. You have not provided an adequate response to the question. You are missing basic information and your writing style is poor.

Professional Assignment

This consists of a resume write-up and exercise. It might be the most useful assignment in class.

Homework

Our textbook, *The Methods and Skills of History: A Practical Guide*, includes two sets of exercises (A, B) in each chapter. For most of our readings from this book, I have assigned Set A of exercises to be done before class. We then will discuss the relevant chapters and their exercises in class. I then assign Set B of the exercises to be done for our next class. Many of the next classes are virtual – so you have the option of either dropping off the homework in my mailbox (at my office) or uploading it to courseden.

This grade is determined by completion. If you do it and hand it in, you will get full marks.

Participation

You will receive a grade by your participation in class. This generally means taking part in discussions, asking questions, offering interpretations, and making your intellectual presence felt. I will make note of particularly interesting interpretations.

Grade Scale: ABC

A indicates that you regularly participate in discussions etc and do so in a manner that intellectually stimulates the class.

B indicates that you regularly participate in discussions etc.

C indicates that you occasionally participate in discussions etc.

D indicates that you seldom participate in discussion etc.

Research Project

You will have one major research assignment that will be 7 pages (minimum) in length. You will choose the **topic** of your research (due **January 31**, uploaded to courseden), subject to my approval. You will do a library assignment connected with this topic (**February 21**). This will be followed by an initial **bibliography** of your primary and secondary sources along with the question that will be addressed in the paper (**February 26**). We will hold a peer review session

at which your question (and everyone else's) will be gone over (**February 28**). A revised question and bibliography will be then follow (**March 12**). An outline of your paper will be due March 26. Your initial draft will be due (**April 4**), which will get a peer review (**April 9**). You will then resubmit a polished draft (**April 13**). I will meet with you individually during the week of April 16-20 to discuss your paper. Your final draft will be submitted on courseden (**April 23**)

Grades for Research Project		Due date	Nature of Grade
Topic	5%	Jan 31	submission
Library Adventure	5%	Feb 21	submission
Question and Bibliography	5%	Feb 26	Quality
Revised question and bibliography	5%	Mar 12	Quality
Outline	10%	Mar 26	Quality
First Draft	20%	Apr 4	Quality
Polished Draft	25%	Apr 13	Quality
Final Draft	25%	Apr 23	Quality

Graded ABC.

A – This is an outstanding research paper, with an excellent thesis, strong argument, rich use of source materials and well balanced bibliography. Your final paper will demonstrate that you have also mastered the technical aspects of writing (notes, bibliography)

B – This a very good research paper, with a good thesis, strong argument, good use of source materials and good bibliography. There will be weaknesses in the paper – whether in its thesis, structure, use of evidence or the depth of its research – and occasional faults in writing.

C – This is an acceptable paper, with a good (if imperfect) thesis, decent argument, though perhaps weak in details and lacking in some aspects of the details presented. Fewer materials will be evident aspect of the bibliography. Writing style will include occasional errors.

D – This indicates that you have made it through, although your paper is lacking in the quality of many aspects. (thesis, argumentation, evidence, sources used and style in writing).

Late Policy

For Homework: must be submitted by due date, or no grade will be given

For all other assignments, loss of a letter grade for day late (i.e. 10% penalty)

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](#).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia 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, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG EMAIL POLICY

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Academic Honesty - Plagiarism

Do not plagiarize.

Plagiarism is generally considered to be borrowing the work of others in any shape or form and claiming that it is yours.

For example, copying and pasting a paragraph from Wikipedia in your paper without citation is plagiarism. (Even if you alter several words in it). If you put it into quotation marks, then it isn't plagiarism. (It then becomes poor use of a quotation, but that affects your grade differently than plagiarism).

Our school has a discussion of this in the handbook:

<http://www.westga.edu/~handbook/index.php?page=honorcode>.

Penalties for plagiarism: This is at the discretion of the instructor, depending on how egregious the plagiarism is. Previous penalties have included zero for a portion of an exam; zero for an assignment; zero for the course.

Communication Rules

Communication Rules: When I log online for my office hours, I will also sign in to Skype. You can contact me by searching for **ipidhain@outlook.com** If you want to make an appointment, please email a day ahead of time if possible so I can better plan my time. However, feel free to pop in (online) to ask a question whenever you see that I am online.

I prefer that you send me your questions via CourseDen email as I rarely check my voicemail. I will return all emails in 36-hours during the week and within 48 hours over the weekends.

Network Etiquette - Communication in an online class takes special consideration. Please read the short list of tips below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response times

Students can expect me or my GRA to be in the online discussion at least three days per week, primarily during weekdays, but I will check in once during the weekend. Online discussions will be graded within 5 days of the due date and will contain feedback on what you did well and what you can do to improve. Document Analyses will be graded within 5 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Class Schedule Information – see Schedule document on courseden

Late work policy: There are no extensions for online discussions. Assignments are accepted late with a 10% penalty per day late. Exams must be completed by due date.

Expectations of Students

Course Structure: This is an online course, with all work and examinations completed remotely. Emphasis has been placed on reading and interpreting original documents, with a secondary focus on learning about different civilizations, cultures and religions around the world.

You should expect to spend 3 to 5 hours a week reading for the class. You should also expect to spend 2 to 3 hours a week working on class assignments (whether online or off). In weeks where you are writing an essay, there is likely to be an uptick in time spent preparing for class.

Course and UWG Policies

Attendance Policy: Attendance will be tracked by your participation in online discussions and completion of quizzes, as these can take substantial amounts of time.

Statement: If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

<p>CourseDen D2L Home Page https://westga.view.usg.edu/</p>	<p>Student Services http://uwgonline.westga.edu/online-student-guide.php</p>
<p>D2L UWG Online Help (8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu</p>	<p>Center for Academic Success http://www.westga.edu/cas/ 678-839-6280</p>
<p>24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/</p>	<p>Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430</p>
<p>University Bookstore http://www.bookstore.westga.edu/</p>	<p>Ingram Library Services http://www.westga.edu/library/</p>
<p>Common Language for Course Syllabi https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php</p>	<p>Proctored Exams http://uwgonline.westga.edu/exams.php#student</p>
<p>UWG Cares http://www.westga.edu/UWGCares/</p>	<p>Student Services https://uwgonline.westga.edu/online-student-guide.php</p>
<p>Center for Disability https://www.westga.edu/student-services/counseling/accessibility-services.php</p>	<p>UWG Accessibility Statements for Technology https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f</p>

Schedule Hist2302 S01 – Spring 2018

CD: Courseden readings OD: Online Discussion VC: Virtual Class

Week	Dates			Due:
1	Jan 8	CANCELLED – WEATHER		
	Jan 10	Introduction	<i>The Black Death: The Great Mortality of 1348-1350</i> , 1-27.	
	Jan 12	Online	Reaction 1: Choose document from <i>The Black Death</i> , pp. 28-56, and write about it	Reaction1
2	Jan 15	MLK	MLK Day	
	Jan 17	Why be a history major? Special Guest: Kristi Connor	Kathryn Walbert, "Reading Primary Sources" <i>The Black Death</i> (if time permits) 57-92	Bring your resume!
	Jan 19	Online	Assignment 1: <i>The Black Death</i> : Write about any two documents from 93-162	Assignment 1
3	Jan 22	What is History?	<i>Methods & Skills</i> – Ch. 1, 2, 14 Professional Assignment: Revised Resume HMWK: <i>Methods & Skills</i> Ch. 1A, ch. 2A	Pro Assignment – Resume
	Jan 24	VC	Online HMWK: <i>Methods & Skills</i> Ch 1B, 2B, 14	
4	Jan 29		Approaches to History <i>Methods & Skills</i> ch. 3, 4, 5 HWWK: <i>Methods & Skills</i> Ch 3A, 4A, 5A	

	Jan 31	VC	Online HMWK: <i>Methods & Skills</i> Ch. 3B, 4B, 5B Research Project: Choosing a topic	RP: Topic
5	Feb 5	Doing History	<i>Methods & Skills</i> ch. 6, 8 HMWK: <i>Methods & Skills</i> Ch 6 A1, 2 ch. 8A	
	Feb 7	VC	ONLINE HMWK <i>Methods & Skills</i> Ch. 6 B1,2; 8B	
	Feb 9	Online	Assignment 2: Essay in <i>Methods & Skills</i> 6A3 (pp 93-97)	Assignment 2
6	Feb 12		<i>Mao Zedong & China's Revolution</i> pp. 37-75, 112-117, 125-127 Reaction 2: "Report on the Peasant Movement in Hunan" 41-75	Reaction 2
	Feb 14		<i>Mao Zedong & China's Revolution</i> , 127-180 Reaction 3: Respond to any article pp. 117-180	Reaction 3
7	Feb 19		Turabian Pt. 1 (Research) Reaction 4: Turabian research section	Reaction 4
	Feb 21	Library Special Guest: Jessica Critten	Library: <i>Methods & Skills</i> Ch. 7 (Library) Research Project: (Turn in at end of class) Pick 3 Primary Sources for Paper Must use library databases Sources must be connected.	RP: Library
8	Feb 26		<i>Mao Zedong & China's Revolution</i> , 181-231 Reaction 5 to any article, 181-231 Research Project: Draft Question and Bibliography	Reaction 5 RP: Draft Question & Biblio

	Feb 28		Research Project: Peer Review of Question	
9	Mar 5		Doing History <i>Methods & Skills</i> ch. 10, 11 Assignment 3 on Mao and China Revolution – compare & contrast article by Mao versus articles about Mao HMWK: <i>Methods & Skills</i> Ch. 10A, Ch. 11 A1-2	Assignment 3
	Mar 7	VC	HMWK <i>Methods & Skills</i> Ch 10B, Ch 11 B1-2	
10	Mar 12		Doing History II <i>Methods & Skills</i> Ch. 12, 13 HMWK: Ch. 12 A, 13 A 1-2 Research Project: Revised Draft Question and Bibliography	RP: Revised Draft Question & Biblio
	Mar 14	VC	Online HMWK: CH 12 B, 13 B 1-2	
11	Mar 19-23	SPRING BREAK		
12	Mar 26		Vermeer's Hat 1-151 Reaction 6 (Any sustained section – a chapter or shorter) Research Project: Online Outline of Paper	Reaction 6 RP: Outline
	Mar 28		Vermeer's Hat 152-230 Reaction 7 (any sustained section – a chapter or shorter)	Reaction 7
13	Apr 2	Writing - Citations	Turabian ch. 17 Assignment 4: Vermeer's Hat – How did Brook build his book?	Assignment 4

	Apr 4	VC	Research Project: Paper Draft due (forwarded for peer review)	RP: Paper Draft
14	Apr 9		Research Project: Peer editing Day	
	Apr 11	VC	Research Project: work on polished draft	
	Apr 13	Online	Research Project: Polished Draft submitted on Courseden	RP: Polished Draft
15	Apr 16	Individual meetings	Research Project: Individual meeting with instructor – no formal class – sign up sheet	
	Apr 18	Individual meetings	Research Project: Individual meeting with instructor – no formal class – sign up sheet	
16	Apr 23	VC	Work on final draft	
	Apr 25		Research Project: Final Draft Due	RP: Final Draft
17	Apr 30	Wrapping Up		