

University of West Georgia – Department of History

**HIST 2302: Methodology**

**I. Instructor Information**

Professor: Dr. Charles Lipp

Class Time: MW 12:30-1:45, Pafford 208

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Office Phone: 678-839-6039

Office Hours: MW 3:30-5; Tu 10-12, 2-5 or  
by appointment

**II. 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.

**III. Course Learning Objectives**

Students who complete successfully all course assignments will demonstrate the following:

- Increased skills at self-reflection, writing, critical reading, and analysis of sources.

These outcomes help reinforce the following History Department Program Learning Outcomes:

- 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- Analyze primary and secondary sources for their historical content and interpretations.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.

**IV. Required Materials**

**A. Required Books (in reading order):**

- Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> 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*, 4<sup>th</sup> ed. (Pearson, 1999); ISBN 978-0205309023.

## **B. PDFs Available on Course Den:**

- 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*, 5<sup>th</sup> 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*, 4<sup>th</sup> 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*, 3<sup>rd</sup> 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*, Documentary 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.
- 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.

## **C. Articles Available on JSTOR (online database accessible thru Ingram Library):**

- Melvyn P. Leffler, “What Do ‘We Now Know’?,” *The American Historical Review*, 104, no. 2 (April 1999): 501-524.
- 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.

\* 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 [LINK](#); 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.

## **V. Course Grading Information and Class Policies:**

### **A. University Policies:**

Information regarding university-wide policies can be found [here](#).

### **B. Grade Breakdown:**

Your semester grade will be factored as follows:

- 10% = Brief Self Reflections
- 10% = Brief Critical Reactions
- 05% = Professionalization Assignments
- 20% = In Class Assignments
- 35% = Primary Source Research Paper Project
- 20% = Participation

\* Notes:

- 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.
- Nature of Assignments: Almost all class assignments are written in nature, with the exception of participation, and are designed to test your abilities at moving beyond summarizing lectures and readings to analyzing class materials and offering original interpretations using information from lectures and readings.

### **C. General Points Regarding Assignments:**

- Detailed information regarding assignments will be provided separately, both in a specific assignment description document posted on Course Den and in class.
- All written 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 submitting an assignment on time. Official documentation must be provided for all causes.

- Written assignments must be submitted electronically, via the Course Den Dropbox (aka Assignment Submissions Folders) before 12pm on the days marked in Course Den and on the Course Outline below.
- All written 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 assigned works must be read before in-class discussions, as marked on the Course Outline below.

#### **D. Basic 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.

#### **E. Numerical Equivalents of Letter Grades**

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

\* Note:

- Failure to complete or turn in an assignment will result in a grade of zero, not F.

## **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 [here](#).
- 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.

## **G. Participation and the Course Attendance/Participation Policy**

- 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.
- Just showing up for class and saying nothing is not enough—that will earn a C-level grade.
- Beyond speaking during discussions, participation means being actively engaged in the process of learning at all times. This includes being alert and taking notes during lectures and taking advantage of office hours.
- I expect you to be respectful of yourself, your colleagues, and me at all times. Failure to conduct yourself professionally (as in not paying attention during discussions, leaving, coming late, texting, and the like) will have a negative impact on your participation grade.

- Twenty percent of your final grade rests on your participation—that is the difference between a 95 and a 75.

## H. Etiquette and Obligations

- As mentioned above, inside the classroom, I expect you to behave with civility and courtesy towards your colleagues and towards me. 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 making sure your cell phone and other electronic devices are turned off and not used or consulted during class. This ban includes laptops. Recording of lectures is similarly not permitted. If you have a medical reason to use either a laptop or recorder, please come see during the first week of class with official paperwork from UWG.
- It should go without saying that when you come to class, you are to remain awake, alert, and mentally engaged for the entire class – that is 75 full minutes. If you chose to come to class, you must stay awake and remain. Do not sleep or leave early. As part of my job, I must inform relevant university authorities anyone who displays such behaviors and has difficulty remaining engaged in the learning process.
- 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.
- 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 participate actively in the process of learning.

## I. Communications

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

## J. Accessibility Services

- One of the most important resources across the entire university is the [Office of Accessibility Services](#), 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.

**K. Final Note**

- 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 issue a revised syllabus.

## **VI. Course Outline:**

### **Week One:**

Monday, January 07, 2019:

- Class Introduction

Wednesday, January 09, 2019:

- Skills of Success, 1: Outside and Inside the Classroom – Time Management
- **In Class Assignment:** Indirect Questionnaire
- **In Class Assignment:** Draft Work/Life Semester Schedule

### **Week Two:**

Monday, January 14, 2019:

- Skills of Success, 2: Outside and Inside the Classroom – Notes, Reading, Studying
- **Assignment Due on Course Den (by 12pm):** Self-Reflection – Semester Study Plan
- **Assignment Due on Course Den (by 12pm):** Self-Reflection – Study Skills (c. 300 wds)

Wednesday, January 16, 2019:

- The History Major, 1: Student Success Stories
- *Note: We will have a Q and A with former majors*

### **Week Three:**

Monday, January 21, 2019:

- **NO CLASS** – MLK, Jr. Day

Wednesday, January 23, 2019:

- The History Major, 2: Navigating Core and Major – Taking Questions
- *Note: Look at the History BA Program Sheet on Course Den and bring Qs to Class*

### **Week Four:**

Monday, January 28, 2019:

- Being an Historian, 1: What is History as a Discipline and Why Do It?
- *Note: Look over the History B.A. Learning Outcomes on page 1 of this syllabus*

Wednesday, January 30, 2019:

- Being an Historian, 2: What is Historiography?
- **Read for Class Discussion, 1:** Leffler, “What Do We Now Know” [on JSTOR database]
- **Read for Class Discussion, 2:** *After the Fact* – Salem [on Course Den]
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Leffler
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – *After the Fact*

### **Week Five:**

Monday, February 04, 2019:

- Being an Historian, 3: How is Historiography Used? (part 1 – monographs)
- **Read for Class Discussion, 1:** McConville, intro [on Course Den]
- **Read for Class Discussion, 2:** Hooch, intro [on Course Den]
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – McConville
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Hooch

Wednesday, February 06, 2019:

- Being an Historian, 4: How is Historiography Used? (part 2 – textbooks)
- **Read for Class Discussion, 1:** Palmer/Colton (excerpts on Cold War) [on Course Den]
- **Read for Class Discussion, 2:** Kishlansky, et. al. (excerpts on Cold War) [on Course Den]
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Palmer/Colton
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Kishlansky, et. al.

### Week Six:

Monday, February 11, 2019:

- Being an Historian, 5: How do Historians Read and Write?
- *Note: we will discuss “gutting” books, primary vs. secondary sources, the 5-paragraph format*

Wednesday, February 13, 2019:

- Being an Historian, 6: How do Historians Read and Write?
- **Read for Class Discussion:** Wineburg, “On the Reading” [on Course Den]
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Wineburg

### Week Seven:

Monday, February 18, 2019:

- Being an Historian, 7: How do Historians Read and Write?
- **Read for In-Class Assignment:** Michalewicz [on Course Den]
- **Read for In-Class Assignment:** Broglie and Marx (in Thomson, ed) [on Course Den]
- **In-Class Assignment:** Reading Primary and Secondary Sources

Wednesday, February 20, 2019:

- Professionalization: Resumes
- **Assignment Due on Course Den (by 12pm):** Professionalization – Draft Resume
- *Note: bring a printed out copy of your draft resume to class*

### Week Eight:

Monday, February 25, 2019:

- The Research Project, 1: Thinking About Doing Research (in General)
- **Read for Class Discussion:** Turabian, 8<sup>th</sup> ed., Part I (“Research and Writing”)
- **Assignment Due on Course Den (by 12pm):** Self-Reflection – Research
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Wednesday, February 27, 2019:

- The Research Project, 2: Online Research
- **In-Class Assignment:** Project – List of Potential Online Sources
- **Assignment Due on Course Den (by 12pm):** Professionalization – Revised Resume

### **Week Nine:**

Monday, March 04, 2019:

- The Research Project, 3: Using the Library
- *Note: we will be walking around the Ingram Library today, so be ready to carry your stuff with you*
- **In-Class Assignment:** Project – List of Potential Printed Sources

Wednesday, March 06, 2019:

- The Research Project, 4: Discussing Sources
- *Note: bring your lists of sources to class for discussion*

### **Week Ten:**

Monday, March 11, 2019:

- The History Major, 3: Advising and Registering for Classes
- **In-Class Assignment:** Draft Fall 2019 Schedule

Wednesday, March 13, 2019:

- The Research Project, 4: Historical Topics and Questions
- **Assignment Due on Course Den (by 12pm):** Project – Draft Topic, Question, and List of Sources

### **Week Eleven:**

Monday, March 18, 2019:

- **NO CLASS** – Spring Break

Wednesday, March 20, 2019:

- **NO CLASS** – Spring Break

### **Week Twelve:**

Monday, March 25, 2019:

- Putting It All Together – Martin Guerre, 1: The Primary Source
- **Read for Class Discussion:** Coras [on Course Den]
- **Assignment Due on Course Den (by 12pm):** Project: Revised Question and Annotated Bibliography
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Coras

Wednesday, March 27, 2019:

- Putting It All Together – Martin Guerre, 2: The Film
- Film: *Le Retour de Martin Guerre* (begin)

### **Week Thirteen:**

Monday, April 01, 2019:

- Putting It All Together – Martin Guerre, 3: The Film
- Film: *Le Retour de Martin Guerre* (end)

Wednesday, April 03, 2019:

- Putting It All Together – Martin Guerre, 4: The Source and the Film
- **Review for Class Discussion:** Coras and the film
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – *Le Retour de Martin Guerre* (film)

#### **Week Fourteen:**

Monday, April 08, 2019:

- Putting It All Together – Martin Guerre, 5: The Book
- **Read for Class Discussion:** Davis, *The Return of Martin Guerre*
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Davis, *The Return*

Wednesday, April 10, 2019:

- Putting It All Together – Martin Guerre, 6: The Debate
- **Read for Class Discussion:** Finlay, “Refashioning” [on JSTOR]
- **Read for Class Discussion:** Davis, “On the Lame” [on JSTOR]
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Finlay article
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Davis article

#### **Week Fifteen:**

Monday, April 15, 2019:

- The Research Project, 5: Citations and Style
- **Skim for Class Discussion and In-Class Assignment:** Turabian on citation formatting
- **Read for Class Discussion:** Strunk and White, *Elements of Style*
- **Assignment Due on Course Den (by 12pm):** Self-Reflection – Personal Writing Style
- **In-Class Assignment:** Citations Quiz (open book)

Wednesday, April 17, 2019:

- The Problem of Plagiarism
- **Read for Class Discussion:** Hoffer, *Past Imperfect* [on Course Den]
- **Assignment Due on Course Den (by 12pm):** Critical Reaction – Hoffer
- **Assignment Due on Course Den (by 12pm):** Research Project – Rough Draft of Paper

#### **Week Sixteen:**

Monday, April 22, 2019:

- Writing Week – No Formal Class Meeting – stop by my office to pick up comments

Wednesday, April 24, 2019:

- Writing Week – No Formal Class Meeting – stop by my office to pick up comments

#### **Week Seventeen:**

Monday, April, 29, 2019:

- Wrapping Up

#### **Exam Week:**

Wednesday, May 01, 2019:

- **Assignment Due on Course Den (by 11:59pm):** Research Project – Final Draft of Paper

## **VII. Full URLs for Hyperlinks Above:**

UWG Common Language for Course Syllabi:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

UWG Undergraduate Honor Code:

<http://www.westga.edu/undergrad/1762.htm>

UWG Accessibility Services

<https://www.westga.edu/student-services/counseling/accessibility-services.php>