

# HIST 2302: The Historian's Craft: Methodology

## Spring 2021

### Section E01 (CRN 10462)

#### COURSE INSTRUCTOR

Dr. Keith Pacholl, Professor of History  
University of West Georgia  
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**NOTICE: [Please use the internal CourseDen email for general correspondence regarding the class.](#) I provide my external UWG email address for matters outside of the class. I cannot accept assignments or discuss grades via external email, so please use it for conversations beyond the class.**

#### OFFICE HOURS

##### **Online Office Hours:**

Monday: 1:00 – 5:00pm

Tuesday: 1:00 – 4:00pm

**\*Online office hours online will take place in the “Online Office Hours” link located in the content section of CourseDen. Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.**

**\*\*and by appointment**

**\*If you can't make my posted office hours, email me and we will find another time to meet. I am pretty flexible when it comes to accommodating your schedule!**

#### COURSE OVERVIEW

This course is intended to introduce students to the practice of history. It is designed to help students succeed as history majors at the University of West Georgia. We will focus on developing the skills necessary to think and work like historians. We will also sample the varieties of sources in writing history and the varieties of history. This is a required course for all history majors. In order to graduate, history majors must earn a C or better in this course.

This course is an online course using CourseDen and your computer as the delivery medium. There are no required face-to-face meetings.

#### COURSE OUTCOMES

Specific learning outcomes for this course include:

1. Demonstrate content knowledge of history methods and the historical profession
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 Analyze primary and secondary sources for their historical content and interpretations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

## ASSIGNED READINGS & MATERIALS

This course utilizes a textbook, documents, websites, and videos.

### Textbook

Conal Furay & Michael Salevouris, *The Methods and Skills of History: A Practical Guide* (4<sup>th</sup> edition). Please note that this textbook is mandatory for the class.

### Online sources

Each module will include materials that supplement the *Methods and Skills of History* textbook readings. These PDF documents, websites, and video files focus on specific topics and are used as the basis of various assignments during the semester.

## COURSE ASSESSMENT

Students' mastery of course learning outcomes will be assessed using the following methods:

### History Survey for Methodology

All students must complete the mandatory History Survey for Methodology. It asks you to consider how well you have met the History's learning outcomes along with your perceptions of the history program and its faculty. It is very easy: complete a short 8-question survey and you are finished!

### History Reflection Paper

You will write a history reflection paper to start off the class. Some of you are History majors, some are not; but you all have perspective about what history is and why it is important. This paper will ask you to reflect on your understanding of history by asking you several questions. Additional instructions will be provided for the paper. **(satisfies course outcome 1)**

### Discussion Assignments

There are a total of 7 discussions you will complete during the semester. Each discussion is based on assigned readings (see the course schedule at the end of the syllabus for the list of the assigned textbook chapters, articles, and videos). You will find that you have the opportunity to be creative in how you complete each discussion assignment, so I encourage you to be creative! Once you upload your initial posting, you will then read all postings by your peers. It is important to read what everyone else says (much like a classroom discussion) because you will learn from your peers. You will then be asked to respond to at least one posting by another student for each discussion. Please be sure to follow the specific instructions for each assignment regarding your posting and response. If you have any questions at all, please feel free to ask. A rubric will be provided so you can see how the discussion assignments will be graded, so be sure to review the Discussion Rubric for the criteria that you will be graded on for the discussion post, along with reading the section on "Guidelines for Writing Assignments" later in this syllabus. **(satisfies course outcomes 1)**

## Article Review

You will write a 750-word review on the journal article *The Slave Trader, the White Slave, and the Politics of Racial Determination in the 1850s*. This review will be due on February 7. Additional instructions will be provided later in CourseDen. **(satisfies course outcomes 2 & 4)**

## Public History Assignment

For Week 5 (February 8-14), you will learn more about Public History. There will be brief articles and a couple of videos for you to watch. You will have a choice of assignments to complete for this week. My preference is that you attend the live virtual Q&A session that is scheduled with History's two Public Historians: Dr. Ann McCleary and Ms. Keri Adams. This will take place on Tuesday, February 9, from 4:00-5:00pm. If you can attend, please do, because you will learn more about exciting paths in history you can take. If you attend the virtual session (I will send out the meeting link later in the semester), and submit one question you'd like to ask about Public History prior to the meeting, you will receive full credit for the Public History assignment. If you are unable to attend, you will write a 3-paragraph essay that discusses the assigned readings and videos for that week (additional instruction on the writing assignment will be provided later). I hope you will make an effort to attend the virtual session! **(satisfies course outcome 1)**

## Careers in History Assignment

For Week 6 (February 15-21), you will learn more about potential careers in history. You will read through a couple of websites from the American Historical Association that discuss career paths for history majors. You once again will have a choice of assignments to complete for this week. My preference is that you attend the live virtual Careers in History Alumni Panel where you will hear from prior history students about the careers they have pursued. It will be a very, very, very helpful session for you to attend, particularly when learning about the types of job out there for history majors. This panel will take place on Monday, February 15, from 4:30-6:00pm. If you attend the virtual session (I will send out the meeting link later in the semester), you will receive full credit for the Careers in History assignment. If you are unable to attend, you will write a 3-paragraph essay that discusses the assigned websites for that week (additional instruction on the writing assignment will be provided later). I hope you will make an effort to attend the virtual history career's panel! **(satisfies course outcome 1)**

## Oral History Assignment

For Week 7 (February 22-28), you will learn more about Oral History. There will be a textbook chapter to read and a video for you to watch. And yet again, you will have a choice of assignments to complete for this week. My preference is that you attend the live virtual Q&A session that is scheduled with one of History's faculty who works extensively with oral histories: Dr. Molly McCullers. This will take place on Wednesday, February 24, from 4:00-5:00pm. If you can attend, please do, because you will learn more about oral history and how it is used for research. If you attend the virtual session (I will send out the meeting link later in the semester), and submit one question you'd like to ask about Oral History prior to the meeting, you will receive full credit for the Oral History assignment. If you are unable to attend, you will write a 3-paragraph essay that discusses the assigned readings and videos for that week (additional instruction on the writing assignment will be provided later). I hope you will make an effort to attend the virtual session! **(satisfies course outcome 1)**

## Primary Source Paper

You will write a 2-3 page paper that analyzes George Washington's *Farewell Address*. This paper will be due on March 28. Additional instructions will be provided later in CourseDen.

**(satisfies course outcomes 2 & 4)**

## Research Paper

You will have one major research assignment that will be 5 pages (minimum) in length. You will choose the **topic** of your research (due January 21), subject to my approval. An initial **bibliography** of your primary and secondary sources that will be used in the paper is due March 7. Your **final, polished draft** of the research paper is due April 25. **(satisfies course outcome 3)**

## Final Exam

By this point in the semester you are exhausted and cringing at the idea of a final exam. But I promise you, it won't be that bad. The final exam will give you a chance to teach me, Pacholl, what you have learned this semester. It will also give you a chance to once again reflect on your understanding of history. Doesn't that sound exciting? Uh, well, at least you will have a chance to be creative in how you complete the final exam. More details will be provided later in the semester. **(satisfies course outcome 1)**

## GRADING\*

<b>Discussion Assignments:</b> 30%	175 points: 7 total discussions / 25 points each
<b>Research Paper:</b> 20%	100 points
<b>Article Review:</b> 10%	50 points
<b>Primary Source Paper:</b> 10%	50 points
<b>Final Exam:</b> 10%	50 points
<b>History Reflection Paper:</b> 5%	25 points
<b>Public History Assignment:</b> 5%	25 points
<b>Careers in History Assignment:</b> 5%	25 points
<b>Oral History Assignment:</b> 5%	25 points
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<b>525 Total points</b>	

\*The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your journal entries added together will count 25% toward your overall course grade.

**\*\*\*There is NO EXTRA CREDIT accepted for this course\*\*\***

## Grading Scale

90% - 100% A  
80 - 89 B  
70 - 79 C  
60 - 69 D  
0 - 59 F

**Grades are based on student performance. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate advanced proficiency of the material. For different students, gaining that proficiency requires different**

levels of work, because not all students walk into the class with the same aptitude for history. **AS A RULE, MEETING THE MINIMUM REQUIREMENTS FOR AN ASSIGNMENT IS THE BASIS OF A "C" GRADE.** To receive an A or B grade, you must plan to go beyond the minimums stated for each assignment. The standards for the respective grades are as follows:

A = Exceptional

- precise and comprehensive understanding of the material
- thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course
- work contains no factual inaccuracies
- excellent writing, with little to no errors in spelling, punctuation, grammar, syntax, etc.
- very focused and organized
- correctly identifies all key themes of the readings

B = Commendable

- clear understanding of the material
- identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings

C = Competent

- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings

D = Limited evidence of achievement

- poor understanding of the material
- identifies, defines, and describes few key themes/concepts/issues/idea of the course
- work contains many factual inaccuracies
- below average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- poorly focused and organized
- barely identifies major key themes of the readings

F = Minimal evidence of achievement

Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

**Grading Turnaround**

All written assignments will normally be graded within one week after the deadline for each assignment. I will let you know if grading takes longer than a week.

## ACADEMIC HONESTY

\*\*\*Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in no credit for the assignment and the possibility of a failing course grade. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: [Student Handbook](#)\*\*\*

## DISABILITIES ACT / ACCESSIBILITY FOR THE COURSE

If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content. Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs: [UWG Accessibility Services](#) (phone: 678-839-6428). It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.

## STUDENT RIGHTS AND RESPONSIBILITIES

Students, please carefully review the following information at this link:

[UWG Common Language for Course Syllabi](#)

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester.

## TECHNICAL REQUIREMENTS AND ASSISTANCE

Having a correctly configured computer will help ensure your success in an online course. Be sure that your computer meets all the necessary technical requirements for hardware and software. For technical assistance and basic online information, check out the UWG Online Learning website at [UWG Online Student Help](#). This link will provide you with tutorials on how to navigate through the CourseDen (D2L) learning management system, which is the platform used for our course. In addition to CourseDen, students should have familiarity with a word processor program (Word or PDF are the preferred programs) that will be used for written assignments. Some assignments will allow you the option to use other formats like PowerPoint and YouTube videos. **[If you use Apple software, you will need to convert all of your documents to a PDF or Word document.](#)**

## ATTENDANCE, PARTICIPATION, AND LATE POLICY

Attendance and participation are required. Attendance will be evaluated by how often you sign into the course. You should plan on checking the course every day or two in order to keep up with assignments and see if there are any announcements. You will be expected to participate regularly in ongoing discussions of the lesson topics and interact with other students and your instructor. **PLEASE NOTE: YOU MUST COMPLETE ALL PARTS OF THE MANDATORY INTRODUCTION FOR ATTENDANCE VERIFICATION. YOU WILL BE DROPPED FROM THE COURSE IF YOU DO NOT COMPLETE THE MANDATORY INTRODUCTION BY JANUARY 13.**

I expect all assignments to be turned in by the stated deadlines for each module. In the online environment, there are times that you might encounter problems associated with power outages,

networks being down, and ISP troubles; however, you should still be prepared to deliver your work by the stated deadlines (which you know in advance). If an emergency occurs, you must let me know within 24 hours of the deadline. **Late assignments will NOT be accepted without a valid reason (that I determine) and if needed, submitted with proper documentation. A pattern of late submissions will result in a "0" for assignments not turned in by the deadline.**

## TIME COMMITMENT

Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials up to six hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning.

## COMMUNICATING ONLINE

In an online environment, communication patterns are different from what you are used to in a face-to-face classroom. You do not physically see your classmates, and instructors cannot see your facial expressions or body language to determine whether or not you understand the material. Because of this, it becomes more important for you to become an active contributor to the learning process. In order to be successful in an online course you must become self-disciplined and actively involved. You will not be able to sit back and wait if you do not understand something. If you do not speak up, no one knows you are there. Ask questions as soon as they occur to you. Ask for clarification when you need it. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the procedures described the "Guidelines for Good Electronic Communication (Netiquette)."

### Netiquette Guide:

1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. **Cite all quotes, references, and sources.**
4. When posting a long message, warn your readers at the beginning of your post.
5. It is inappropriate to forward someone else's messages without his or her permission.
6. It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emojis such to let others know that you're being humorous, but use them sparingly and not in every sentence/posting.

## GUIDELINES FOR WRITING ASSIGNMENTS

All writing assignments should adhere to the following guidelines:

1. Writing assignments should **meet the minimum writing length** as stated in each assignment. Writing submissions that are less than the minimum length will lose significant points. **VERY IMPORTANT: Meeting the minimum requirements normally results in a C or low B grade, so expect to go beyond the minimum requirements if you want to score an A or higher B for each writing assignment. If you use Apple software, please convert to a PDF or Word document.** All uploaded documents must be in Word or PDF format.

2. **Writing assignments (AND emails) are to be written following the rules of correct grammar and spelling**, both of which will be taken into consideration in the evaluation of each assignment. Be sure to proofread your writing as grammar and spell checks typically do not catch words used in incorrect contexts. Don't forget to capitalize all proper nouns (particularly if you are using a phone).
3. **Writing assignments must be original AND analytical and should reflect effort**. An assignment should not be a string of quotes or exact wording from a source with limited analysis; rather, most of the written assignment should be in your own words with a few quotes and exact wording to illustrate your points. Too many quotes and exact wording limits the effectiveness of your own analysis, so you should aim for 15% or less of quotes and exact wording from sources in your submissions (some papers are run through Turnitin.com, so you will see your originality report with a percentage on it). The key is your own analysis; I want to hear what you have to say (in your own words) rather than stringing together a bunch of quotes.
4. **You must provide specific examples from the assigned readings to support your main points**. If you do use direct quotations, you must **use quotation marks** to indicate the exact wording from the source you are quoting. (ex: Pacholl declared that "All students should become history majors to share their love of history with the world.")
5. **When using quotes from the readings, you must cite your sources**. History generally follows the *Chicago Manual of Style*, or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (which is a condensed version of *Chicago Manual of Style*). Refer to [Turabian](#) and [Chicago Styles Citations](#) for assistance. For all assignments but the research paper, you can choose your preferred method for citing, but you need to make sure you provide some sort of citation for your quotations. A simple citation will suffice for these assignments: (Pacholl, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work). For the article review and primary source paper, all you need is a page number if you use a quote.
6. **You may ONLY use the assigned readings for your assignments: DO NOT USE ANY OUTSIDE MATERIALS** in your assignment. If you use outside materials (including but not limited to websites, journal reviews, and other online materials), you will receive a ZERO for the assignment. The goal for each assignment is to use the sources I have assigned and not the material from another source. I want to read your interpretation of the assigned sources and not what someone else has to say. When I grade your assignments, it is important that I assess you on what I assigned and not additional sources from the library or internet. The only exception of this is the research paper, which will be based on outside primary and secondary sources that you find for your research.

## **IMPORTANT NOTE**

I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus and discuss it with you. Just so you know, revising the syllabus doesn't mean giving you more work. Instead, it gives me flexibility make changes if I see something during the semester that needs to be addressed. Basically, any revisions will only help you (and not create more work).

## **COURSE MODULES**

### **Week 1 (January 9-17): Course Introduction**

#### **Readings**

- Course Syllabus
- UWG Honor Code (PDF document)
- Avoiding Plagiarism (PDF article)

#### **Assignments**

- Introduction video/posting (due January 13)
- History Survey (due January 15)
- History Reflection Essay (due January 17)

### **Week 2 (January 18-24): The Field of History**

#### **Readings**

- The Methods and Skills of History*
  - \*Chapter 1: The Uses of History (pages 3-8)
  - \*Chapter 2: The Nature of History
  - \*Chapter 15: History and the Disciplines

#### **Assignments**

- Topic for Research Paper (due January 21)
- Discussion 1 (due January 24)

### **Week 3 (January 25-31): Using the Library for Research**

#### **Readings**

- The Methods and Skills of History*
  - \*Chapter 7: Libraries, Real and Virtual
- Library DYI (links provided in CourseDen)
  - \*Start Research Module
  - \*Find Sources for my Research Module

#### **Assignments**

- Discussion 2 (due January 31)

### **Week 4 (February 1-7): Reading History**

#### **Readings**

- The Methods and Skills of History*
  - \*Chapter 8: Reading History
- The Slave Trader, the White Slave, and the Politics of Racial Determination in the 1850s* (PDF article)
- Young Washington* book review (optional – a sample book review published by me)

#### **Assignments**

- Article Review (due February 7)

## **Week 5 (February 8-14): Public History**

### **Readings**

- [What is Public History?](#) (website)
- Doing History beyond the Classroom* (PDF article)
- Violence and the American Landscape: The Challenge of Public History* (PDF article)
- Public History videos

### **Assignments**

Choose ONE of the following two assignments for this week (you must choose one):

1. Attend a virtual Q&A session with UWG's Public Historians (Dr. Ann McCleary, Ms. Keri Adams) on Tuesday, February 9, 4:00-5:00pm. If you attend the entire hour and submit one question to ask in advance, you will receive full credit for this week's assignment.

-- or --

2. Write a 3-paragraph reflection paper on the above readings. Additional instructions will be provided. (This option is due February 14)

## **Week 6 (February 15-21): Careers in History**

### **Readings**

- [Careers for Students of History: Introduction](#) (website)
- [Resources for Further Exploration for Careers in History](#) (website)

### **Assignments**

Choose ONE of the following two assignments for this week (you must choose one):

1. Attend the virtual Careers in History Alumni Panel on February 15, 4:30-6:00pm. If you attend the entire time, you will receive full credit for this week's assignment.

-- or --

2. Write a 3-paragraph reflection paper on career choices in history. Additional instructions will be provided. (This option is due February 21)

## **Week 7 (February 22-28): Oral History**

### **Readings**

- The Methods and Skills of History*
  - \*Chapter 11: Oral Histories, Statistics, and Photographs
- Oral History video

### **Assignments**

Choose ONE of the following two assignments for this week (you must choose one):

1. Attend a virtual Q&A session with one of History's faculty who works extensively with oral histories: Dr. Molly McCullers. This will take place on Wednesday, February 24, from 4:00-5:00pm. If you attend the entire hour and submit one question to ask in advance, you will receive full credit for this week's assignment.

-- or --

2. Write a 3-paragraph reflection paper on the above chapter. Additional instructions will be provided. (This option is due February 28)

### **Week 8 (March 1-7): Research Paper Meetings**

#### **Readings**

-There are no readings assigned for this week. Instead, **you will schedule a 10-15 minute meeting with me this week to discuss the progress on your research paper.** Sign-ups will take place early in the semester so you can plan for it. Look for an email in your CourseDen email regarding this by the second week of class.

#### **Assignments**

-Bibliography for Research Paper (due March 7)

### **Week 9 (March 8-14): Primary and Secondary Sources**

#### **Readings**

-*The Methods and Skills of History*

\*Chapter 10: Evidence

#### **Assignments**

-Discussion 3 (due March 14)

### **Spring Break (March 15-21)**

You get the week off! Well, kind of. Your homework is to have a history conversation with family, a friend, or a stranger during Spring break. I mean, who doesn't like talking about history during their week off from class??

### **Week 10 (March 22-28): Primary Source Paper**

#### **Readings**

-*George Washington's Farewell Address* (PDF)

#### **Assignments**

-Primary Source Paper (due March 28)

### **Week 11 (March 29 – April 4): Thinking Historically**

#### **Readings**

-*The Methods and Skills of History*

\*Chapter 3: Historical Thinking: Continuity and Change

\*Chapter 4: Historical Thinking: Multiple Causality in History

#### **Assignments**

-Discussion 4 (due April 4)

## **Week 12 (April 5-11): Context & Interpretation**

### **Readings**

- The Methods and Skills of History*
  - \*Chapter 5: Historical Thinking
  - \*Chapter 12: Interpretation

### **Assignments**

- Discussion 5 (due April 11)

## **Week 13: (April 12-18) Writing History**

### **Readings**

- The Methods and Skills of History*
  - \*Chapter 6: History Writing: Telling a Story
  - \*Chapter 13: Writing for Your Reader
- [Chicago Manual of Style website](#) (for reference)
- [Purdue Online Writing Lab for Chicago Manual of Style](#) (for reference)

### **Assignments**

- Discussion 6 (due April 18)

## **Week 14 (April 19-25): Research Paper**

This week you will turn in a polished, final draft of your research paper. You have the entire week to finish writing and proofing your paper. I would encourage you to make an appointment with the Writing Center prior to turning in the paper so you can get some feedback on your paper. (due April 25)

## **Week 15 (April 26 – May 2): Film History**

### **Readings**

- The Methods and Skills of History*
  - \*Chapter 9: History on Film
- Mortality and Voyage Length in the Middle Passage* (PDF article)
- Amistad* (video clip)

### **Assignments**

- Discussion 7 (due May 2)

## **Week 16 (May 3-9): Final Exam**

You will complete the online final exam between the dates May 3 through May 9. The final exam must be completed no later 11:59pm on Sunday, May 9. The instructions for the final exam will be uploaded by April 26 to give you time to review the instructions and work on the exam. I promise, it won't be too grueling!