

MURRAY STATE UNIVERSITY

DEPARTMENT: HISTORY

COURSE PREFIX: HIS

COURSE NUMBER: 300

CREDIT HOURS: 3

I. COURSE TITLE: Introduction to Historical Studies

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Introduction to the methods by which historians study the past and present their conclusions to the public. Students will be expected to write a research paper in which the emphasis will be placed on developing research skills, organizing the results in a coherent form, and developing an effective writing style. Required for history majors as a prerequisite for 400-level courses and recommended for anyone interested in developing research and writing skills.

**Prerequisites:** ENG 101 and ENG 102 or ENG 105 or 150; two of the following or transfer equivalents: HIS 201, 221, or 222.

III. COURSE OBJECTIVES:

Students will be able to

- A. evaluate the influence of nineteenth century German historical scholarship on the development of the writing and interpretation of history in the western world;
- B. identify and explore the significant problems involved in reading, researching, and writing history;
- C. examine the lives of the historians who wrote major works and to determine how the events of their lives influenced their writing;
- D. write a paper based on the scientific method on a significant problem, person, event, or argument in European, American, or non-Western history;
- E. improve on the mechanical, technical, and stylistic aspects of writing; and
- F. move closer to a better understanding of the tenets of scientific history.

IV. CONTENT OUTLINE

Week 1

- Review Syllabus

- Read and Discuss “Chapter 1: The Ever-Changing Shape and Texture of the Past” in *Going to the Sources*

### **Week 2**

- Essay Due (See “Essay Assignment” attached).
- Be prepared to discuss essays in class.

### **Week 3**

- Library Tour
- Pogue Tour

### **Week 4**

- Quiz on “Chapter Two: The Nature and Variety of Historical Sources”
- Thesis Statement, 2-3 page summary of the paper you plan to write, and bibliography due (minimum of eight sources in bib.) (See “Thesis Statement, 2-3 Page Summary, and Bibliography Assignment” attached.)

### **Week 5**

- Individual Meetings With Me
- Individual Meetings With Me

### **Week 6**

- Film: “A Midwife’s Tale”
- Primary Sources Project Due/Discussion of Primary Sources

### **Week 7**

- Quiz on “Chapter 3: Finding Your Sources: The Library and Beyond”
- Undergraduate Publishing and Scholarship: Guest Speaker

### **Week 8**

- Quiz on “Chapter 4: Getting the Most Out of History Books: Critical Reading and Assessment”
- The Challenge of Biography

### **Week 9**

- Guest Speaker
- Quiz on “Chapter 6: Engaging with Primary Sources: the Research Paper”

### **Week 10**

- No Class/Spring Break

### **Week 11**

- Discussion of the Importance to the Historian of Material Culture and Public History
- Discussion of the Importance to the Historian of Material Culture and Public History

### **Week 12**

- 4/2 Discussion and Questions concerning Research Paper
- 4/4 First Draft of Paper (See “Research Paper Assignment: Guidelines and Suggestions”)

### **Week 13**

- Individual Meetings with Me
- Individual Meetings with Me

### **Week 14**

- Discussions and Questions Concerning Research Paper
- Discussions and Questions Concerning Research Paper

### **Week 15**

- Second Draft of Paper is due.
- Discussion of “Conclusion: The Open-Ended Nature of History”

### **Week 16 4/30, 5/2**

- Critique and analyze papers in class.
- Critique and analyze papers in class.

### **Final Exam**

- Critique and analysis of papers in class. See “Final Essay Assignment” Attached. Be prepared to discuss your essay with the class and to turn in the essay on this day.

**V. INSTRUCTIONAL ACTIVITIES: N/A**

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: NONE**

**VII. TEXT(S) AND RESOURCES:**

**Required Book:** *Going To The Sources: A Guide to Historical Research and Writing*, ed. 4, Anthony Brundage

**Resources:** Textbook, Waterfield Library, Internet, CD Sources

**VIII. EVALUATION AND GRADING PROCEDURES:**

Below is an explanation of the grading system that will be used to arrive at your final grade.

**Grading Procedures:**

A ten-point scale will be used.

100-90-A 89-80-B 79-70-C 69-60-D Below 60-E

Quiz grade—20%--Quizzes will be given on a number of chapters in *Going to the Sources: A Guide to Historical Research and Writing*. Other quizzes will also focus on proper footnoting and bibliography technique. Quiz grades will be averaged together to reach one grade, and that one grade will count 20% of the final grade.

Other Assignments – 40% -- (Thesis Statement/2-3 Page Summary/and Bibliography/, Primary Source Project, Final Essay/Class Participation)—Grades on each of these assignments will be averaged together to reach one grade, and that one grade will count 20% of the final grade.

Research Paper—40% --The paper should be a well written and diligently researched project based on a significant amount of research in primary sources. (20 Pages)

**Make-Up Policy:** Any quiz missed on the account of a university sanctioned event must be made up the next day in my office. Any quiz missed not due to a university sanctioned event can only be made up if appropriate documentation verifying the absence

is presented to the professor. A makeup quiz must be taken in my office the day following the absence.

## **IX. ATTENDANCE POLICY:**

Students are expected to attend all classes in which they are enrolled for credit or audit purposes. An instructor may establish attendance policies for each class so long as they: (1) are clearly published in the course syllabus, (2) distinguish between excused and unexcused absences and (3) are consistent with university policies as outlined in the current MSU *Bulletin*.

Excused absences fall into two broad categories:

1. Absence due to personal illness or death in the immediate family or other extraordinary personal circumstance. Faculty may require appropriate authentication or documentation.
2. Absence due to student participation in a University Sanctioned Event in which the student serves as a representative of the institution.

University Sanctioned Events shall include those officially scheduled activities (practice and training sessions NOT included) related to intercollegiate athletics, performing groups, and teams who represent the university in debate, forensics or other academic competitions. Other activities and events may be added to this listing upon recommendation of the Sanctioned Events Committee and approval by the Provost. This committee shall consist of the Vice President for Student Affairs, the Director of Athletics, and the Faculty Senate President, a student appointed by the President of the Student Government Association, and the Provost or his designee. The official list of approved, sanctioned activities and events shall be maintained in the Office of the Provost. Attendance and participation in class activities is essential to success in college. Absences, for whatever purposes, can potentially undermine the shared goal of student learning. In cases where student absences are clearly unavoidable, it is essential that students and faculty alike approach the resolution of the difficulty with a clear commitment to the mutual goal of student learning.

**Responsibilities of Students:** Students missing class(es) as a result of activities covered above shall notify the instructor in writing at the beginning of the semester and, in the case of scheduled events, this notification shall not be less than one week prior to the absence. Students with excused absences are excused from class attendance but are not excused from work assigned or expected as a part of that class period. Students, in conjunction with each course instructor, are required to develop a plan for alternative assignments or the make-up of all work missed and must complete this work within a time frame mutually agreed upon with the instructor.

**Responsibilities of Faculty:** Faculty are expected to plan with students who have excused absences to develop alternatives and make-up assignments. Such alternatives are not expected to diminish faculty expectations of students, nor may they reduce opportunities for students to demonstrate performance.

**Responsibilities of Others:** Deans and department chairs share the responsibility for ensuring proper orientation of all full and part-time faculty regarding the provisions of

this policy. Administrators, sponsors and coaches of various student activities share an important role in ensuring that students understand their responsibilities with respect to this aspect of student performance. Specific guidelines and procedures should be developed for each sport or activity to ensure timely communication between students and faculty. Advance lists of varsity/participating students along with schedules of away or off-campus activities or matches should be provided to students so that they, in turn, can share this information with faculty at the beginning of the semester.

**Questions and Appeals:** In the event of questions or concerns regarding the implementation of this policy in specific classroom situations, students and faculty should be guided by the following:

1. If there is a question regarding whether a specific activity is an officially sanctioned event for which terms of this policy might apply, the inquiry should be addressed to the Office of the Provost.
2. In the event a student is concerned with the implementation of this policy in a specific course, the student should try to resolve the matter by discussing it first with the instructor, then with the department chair, and if resolution is still not reached, then with the collegiate dean. If the matter is not settled through this process, the student may seek resolution through the appropriate collegiate grievance/appeal process.
3. Instances of student abuse or violation of the terms of this policy should be reported to the dean or director responsible for the sanctioned event and to the Vice President for Student Affairs.

## **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement. Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## **XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION**

The information on the syllabus is a general course outline. Inasmuch as deviation from it may be necessary to meet the needs of the class, the right is reserved to make adjustments where necessary.

### **Essay Assignment**

In History 300, you will be encouraged to confront the ideas you hold concerning the study of history. These ideas may change as the semester progresses, as we explore the myriad facets of historical study. We will never know the complete truth surrounding historical figures, events, and trends, but we must try as historians to find the closest approximation of the truth as possible. Because our overarching ideas about history will drive us in our quest for an approximation of the truth, we must be keenly aware of what those ideas are. This duty gives this assignment its importance.

Your assignment is to write a four page essay, explaining your theory of history and historical writing. Here are a few questions to consider: What is history? Is it or is it not important to study it? What are the characteristics of good historical writing? What problems do scholars face as they read, as they research, and as they write history? What other important questions should you consider?

We will revisit and reassess your ideas concerning historical study throughout the semester. On the final exam, I will ask you if your views toward the study of the past have changed as a result of your efforts this semester.

Please follow the formatting guidelines below. Please ask questions in or out of class if you need advice with this assignment.

### **Guidelines**

Title Page with name and class information

4 pages

Font 12

Double space

Times New Roman

Due Jan. 22

### **Thesis Statement, 2-3 Page Summary, and Bibliography Assignment**

You should be developing a fairly clear idea about the big paper you will write in the class. The first draft is due April 4. This assignment asks you to write a clear and succinct thesis statement around which you will build your paper. Your thesis statement should be no more than a few sentences. You might even try to express it in one sentence. Right now your thesis statement is tentative. Further research might reveal flaws in your thesis, and you may therefore have to revise it. But the formulation of a thesis helps you to organize your thoughts and to begin working toward completion of the paper.

The second part of this assignment asks you to write a two to three page summary of the paper you plan to write. Explain in this summary the main points related to your thesis statement that you plan to address in your paper.

Your paper, of course, must be based on diligent, valid research. The third second part of this assignment requires you to develop a bibliography of a minimum of eight sources. See “Bibliography Formatting” starting on page 131 of *Going to the Sources*. This assignment is due February 7.

### **Primary Project Assignment**

Find four primary sources which you think will help you in writing your paper. Write a page for each source explaining how it might help you. Explain also the problems that might arise in using each source. For example, if you find a memoir written by an ex-president or athlete, it will probably be written to make the president and athlete look as good as possible. A newspaper account will have little historical perspective to it, since it was written soon after the event it addresses. What are the problems and pitfalls you will encounter when you evaluate the primary sources you have found? Again, write one page for each source.

### **Final Essay Assignment**

After a semester of study and reflection on history and the historian’s craft, you must have gained new insights into these subjects. Your assignment is to write a three page essay explaining the changes in your thought toward historical study. Do you still believe most of what you wrote in January? Explain. Follow the formatting guidelines you followed for the other assignments.

### **Research Paper Assignment: Guidelines and Suggestions**

- 1) Your assignment is to write a paper of approximately twenty pages on an analysis of a problem, controversy, debate, or event in European or American history or another field of history. (Asian, Latin American, etc.)
- 2) Your paper must have an **argument**, a thesis around which the paper is formed. You should be able to express your thesis in only a few sentences or even just one sentence.
- 3) Write in the third person, in the past tense, and in the active voice.

Please follow the footnote and bibliography styles shown in the back of your Brundage book, *Going to the Sources*. The “Chicago Style Citation Quick Guide” on the Chicago Manual of Style web page should also be of help. Please also consult Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations (Chicago Style for Students and Researchers 7<sup>th</sup> Edition)*.

**Schedule: The first draft of your research paper is due April 4.** The draft should be as close to complete as possible. I will read it closely, edit it, and make suggestions and corrections. Be sure that you have followed the research paper guidelines above closely. The first draft of your paper is worth 20 points.

**Schedule: The second draft of your research paper is due on April 23.** Papers must be turned in at the beginning of class. A letter grade will be subtracted for every day a paper is late. The second draft is worth 80 points. The points you earned on the first draft will be added to the points earned on the final draft to arrive a one grade. For example, if you received seventeen out of twenty points on the first draft and sixty-five out of eighty on the final draft, your final grade would be eighty-two.

### **Grading System For Second Draft of Paper**

#### **Footnotes (20 Points)**

Failure to footnote properly will cause you to lose points. Please follow the footnoting method dictated by Turabian and the Chicago Manual of Style. See especially “The Chicago Manual of Style Quickguide” on the CMS webpage.

#### **Technical Points (20 Points)**

Errors related to grammar, capitalization, spelling, typing, and other technical facets of your writing will cause you to lose points. Please proofread your paper closely, and try hard to eliminate all mistakes, and please follow closely the formatting guidelines. Strive to produce a technically perfect paper.

#### **Thesis/Content/Research (40 Points)**

Your paper should be built around a thesis or, at least, a clear idea that permeates the paper. It should be based on extensive research, partly in primary sources. Again, you must have at least eight sources. I will read the text closely to see that you have supported your thesis with sound research. Do not rely heavily on internet sources.

### **Formatting Style**

20 pages

Font 12 for text and font ten for footnotes and bibliography

Double Space Text/Single Space within Footnotes and Bibliography Entries/One Space between Footnotes and Bibliography Entries

Times New Roman

Title Page with Title, Name, and Class Information

Bibliography (minimum of eight sources)