HIS 389-001: Historical Research and Writing
Spring 2014
Tuesdays and Thursdays
10:50 am to 12:05 pm

Instructor: Dr. Eric R. Jackson
Contact Information: Landrum 437/859.572.6146/jacksoner@nku.edu
Office Hours: TR 12:30 pm to 2:45 pm or by appt.

COURSE GOALS
Why do we study history? Do we hope to avoid making the same mistakes as in the past? Is it a means for determining our future actions? Or is it some form of nostalgia, which allows each person to justify his or her actions based on a preferred version of the past? Often, history has been used to justify the present and to legitimize existing social, political and economic relationships. While this class provides some perspective on the historical past and our lives today, it also serves a more specific purpose--to introduce us to the kinds of questions historians ask about the past, the nature and use of evidence, and the construction of arguments. Additionally, through the study of historiography, you will be encouraged to understand and challenge the assumptions and methodologies historians employ when they tell us about our past.

As prospective social studies teachers, American history offers a common denominator for your teaching future because it is the one class that virtually each of you will have to teach at some point. Although you may prefer another discipline or sub-field, this course will help hone your general social studies skills and provide you with the basics necessary for initial success in a secondary teaching position.

STUDENT LEARNING OUTCOMES AND ASSESSMENTS
Each student will be introduced to the study and teaching of history through the following:

- Collecting and interpreting “facts” about the historical past (assessed through research paper, presentations, writing assignments and discussions);
- Developing skills in historical research and writing (assessed through research paper, presentations and writing assignments);
- Determining the validity of primary and secondary accounts (assessed through research paper, presentations, writing assignments and discussions);
- Organizing evidence and analysis in both written and oral forms (assessed through research paper, presentations, writing assignments and discussions);
- Formulating historical interpretations in both written and oral forms (assessed through research paper, presentations, writing assignments and discussions);
Presenting bibliographic and footnote citations effectively and consistently (assessed through research paper and writing assignments);
Employing technology in presentations to enhance learning (assessed through research paper, presentations, writing assignments and discussions);
Improving skills in written and verbal communication (assessed through research paper, writing assignments and discussions);
Considering attitudes and values shared by professional historians (assessed through writings assignments and discussions);
Learning a variety of approaches to historical teaching (assessed through writings assignments and discussions).

GRADES
The final grade for this class will be determined by the total number of points accumulated at the end of the semester. Assignments will be worth the following:
Final Paper - 150 pts; Draft Paper -100 pts; Annotated Bibliography – 50pts; Class Presentations – 40 pts; Book Reviews (2) – 35 pts; Attendance and Participation – 25 pts.

Final grades will be calculated according to the following scale:

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<tr>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
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<td>A</td>
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<td>A-</td>
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<td>NO D-</td>
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Attendance Policy: Coming to class is the best way to get the most out of class and improve your grade. Thus, repeated absences will not be tolerated. More than two (2) unexcused absences will result in a reduction of your class participation grade by a letter-grade.

Participation: You will learn more if you do more than just listen to me talk in class. As such, class participation is part of your overall grade and thus it should include the following activities:
a) attendance;
b) enthusiasm for the material;
c) evidence of having done a critical analysis of all assigned readings;
d) willing to ask questions or raise issues with being called upon;
e) the ability to draw connections between the assigned readings and other class material;
f) request greater details;
g) disagree with me in a respectable and academic tone;
h) etc.

IMPORTANT NOTES: 1) OFFICIAL DOCUMENTATION IS NEEDED TO MAKEUP ALL MISSED ASSIGNMENTS OR EXAMS; 2) STUDENTS WITH DISABILITIES WHO REQUIRE ACCOMMODATIONS (SUCH AS ACADEMIC ADJUSTMENTS) MUST REGISTER WITH THE UNIVERSITY’S DISABILITY SERVICES OFFICE; 3) PLEASE REMEMBER THE “STUDENT HONOR CODE” IN TERMS OF YOUR BEHAVIOR AND WORK ETHNIC IN THIS COURSE IS IN EFFECT AND WILL BE ENFORCED. FOR FURTHER INFORMATION, PLEASE CONSULT THE CODE AT THE DEAN OF STUDENTS’ PAGE ON THE NKU WEBSITE: HTTP://WWW.NKU.EDU/~DEANSTUDENTS/; 4) STUDENTS WITH DISABILITIES WHO REQUIRE ACCOMMODATIONS (ACADEMIC ADJUSTMENTS, AUXILIARY AIDS OR SERVICES) FOR THIS COURSE MUST REGISTER WITH THE DISABILITY SERVICES OFFICE. PLEASE CONTACT THE DISABILITY SERVICE OFFICE IMMEDIATELY IN THE UNIVERSITY CENTER, SUITE 101 OR CALL 859-572-6373 FOR MORE INFORMATION. VERIFICATION OF YOUR DISABILITY IS REQUIRED IN THE DSO FOR YOU TO RECEIVE REASONABLE ACADEMIC ACCOMMODATION. YOU CAN VISIT THEIR WEBSITE: http://www.nku.edu/~disability/; 5) A STUDENT AT NORTHERN KENTUCKY UNIVERSITY SHALL NOT COMMIT PLAGIARISM (e.g. represent another’s work, in whole or in part, as one's own) on any examination, assignment or graduation requirement (including those involving use of the Web, Internet or other electronic resources). For example, a) Quoting/using wording from a book, journal article, internet or other source verbatim (word-for-word) without putting the quote in quotation marks and citing it in a footnote; b) Paraphrasing another person’s unique ideas, theses, themes, research, etc. (published or unpublished) without giving them credit in a footnote; c) Using another person’s tables, graphs, photographs, artwork, or illustrations without giving them credit in a source reference; d) Using all or part of another student’s paper or presentation, even if that student approves; Emailing a paper to another student (both students will be held accountable); e) Using a paper or presentation from a free essay or presentation website or service; f) Buying a paper or presentation from an essay or presentation website or service. SUCH ACTIVITIES WILL RESULT IN A ZERO (0) FOR THE ASSIGNMENT AND COULD LEAD TO BEING EXPELLED FROM THE UNIVERSITY.

All grades are based on the each student’s dedication and the quality of her/his work. If you have any questions about a grade, I will be willing to discuss it with you. However, it
is inappropriate to have someone else (family members, friends, employers, spouses, and so forth) to intervene on your behalf on any matter.

Since circumstances could arise that are unanticipated, the instructor has the right to change the syllabus. However, you will be informed of such changes if needed.

University Calendar
Check the NKU academic calendar for important information about registration, tuition, and drop dates: [http://www.nku.edu/~registrar/Calendars.htm](http://www.nku.edu/~registrar/Calendars.htm)

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

Starting Spring semester 2011, the students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability.

To complete online evaluations go to [http://eval.nku.edu](http://eval.nku.edu). Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

*Eight-week classes will be given one week before classes end to complete evaluations.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.

- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
• Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.

• Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Required Readings

Caroline Hoefferle, *The Essential Historiography Reader* Hereafter referred to as “Hoefferle.”

Richard Marius, *A Short Guide to Writing about History* Hereafter referred to as “Marius.”

**RESEARCH PAPER – DUE DATES**

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>01/14/14</td>
<td>INTRODUCTION AND ORGANIZATION OF COURSE</td>
</tr>
<tr>
<td>01/23/14</td>
<td>List of Three Potential Topics/Key Questions</td>
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<tr>
<td>01/30/14</td>
<td>First Book Review is Due Today</td>
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<tr>
<td>02/13/14</td>
<td>Second Book Review is Due Today</td>
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<tr>
<td>03/06/14</td>
<td>Annotated bibliography; List of Sources; and Topic Due (stop meeting regularly)</td>
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<tr>
<td>03/10/14</td>
<td>SPRING BREAK – UNIVERSITY OPEN/NO CLASS</td>
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<tr>
<td>TO 03/15/14</td>
<td>SPRING BREAK – UNIVERSITY OPEN/NO CLASS</td>
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<tr>
<td>03/20/14</td>
<td>First Draft of Paper is Due Today (at least 10 pages long)</td>
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<tr>
<td>04/08/14</td>
<td>Second Draft of Paper is Due Today (at least 15 pages long)</td>
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<tr>
<td>05/08/14</td>
<td>Final paper (at least 20 pages in length)</td>
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Course Schedule

**Part I: Defining History – What Do Historians Do and How They Are Influenced by the Times They Live In**

**Week 1**

Introduction and Organization of the Course
01/14; 01/16
Read: Marius, Chapter 1; *Chicago*, Chapter 1

**Week 2**

Read: Marius, Chapter 2; *Chicago*, Chapter 1
01/21; 01/23
01/23/14 - List of Three Potential Topics/Key Questions

Week 3  Read Marius, Chapter 3; Chicago, Chapter 5
        01/28; 01/30
        01/30/14 - First Book Review is Due Today

Week 4  Read: Marius Chapter 4; Chicago, Chapters 5 and 6
        02/04; 02/06

Week 5  Read: Marius, Chapter 5; Chicago, Chapter 6
        02/11; 02/13
        02/13/14 - Second Book Review is Due Today

Week 6  Read: Marius, Chapter 6; Chicago, Chapter 7
        02/18; 02/20

Week 7  Research 101 – Meet in Steely Library – Room TBD
        02/25; 02/27

Week 8  Read: Marius, Chapters 4 and 5
        03/04; 03/06
        03/06/14 – Paper Topic, List of Sources (Of at Least 12 Sources –Equally
               Divided between Primary and Secondary), and Annotated Bibliography
               (Stop meeting regularly after this week)

Part II: How to Do Historical Research

Week 9  SPRING BREAK – UNIVERSITY OPEN/NO CLASS
        03/10-03/15

Week 10 No Class Today – Spend your time researching and writing
         03/20/14 - First Draft of Paper is Due Today (at least 10 pages long)
Week 11  No Class This Week – Spend your time researching and writing  
03/25; 03/27

Week 12  No Class This Week – Spend your time researching and writing  
04/01; 04/03

Week 13  No Class Today – Spend your time researching and writing  
04/08; 04/10  
04/10/14 - Second Draft of Paper is Due Today (at least 15 pages long)

Week 14  No Class This Week – Spend your time writing  
04/15; 04/17

Week 15  No Class This Week – Spend your time writing  
04/22; 04/24

Week 16  No Class This Week – Spend your time writing  
04/29; 05/01

Final Version of Paper is Due Today (at least 20 pages long)  
Thursday - 8 MAY 2014