HISTORY 210: THE CRAFT OF HISTORY

Professor: Dr. Paul J. P. Sandul, Ph.D.
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Office: Liberal Arts North (Vera Dugas) # 329
Office Hours: M: 3:50 – 4:50pm; T: 11:50am – 1:50pm; W: 11:20am – 2:20pm; TR: 10:50am – 1:50pm
Department: History
Class meeting time and place: Room F477; M/W: 2:30 – 3:45pm.

Course Description
An introduction to the historical profession with an emphasis on training in research methods and historical analysis. Also introduces career paths for historians, including teaching and public history.

Program Learning Outcomes
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:
1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the Chicago Manual of Style.

This course will focus on PLOs 1, 3, 4, & 5.

Student Learning Outcomes:
Students who successfully complete History 210 will be able to:
- Evaluate the role of the historian in society;
- Locate, identify, and differentiate primary and secondary sources;
- Develop an evidence-based argument using primary and secondary sources;
- Use a clearly defined thesis, correctly structure and organize evidence, use historical interpretation based on evidence, write with clarity, and generally demonstrate improved history writing skills, citation, and documentation;
- Use evidentiary citation using Chicago Manual of Style.

Required Texts
Additional Reading Material

In the schedule portion of this syllabus, you will find additional readings due according to dates listed. All additional texts will be provided by the professor.

Course Evaluation & Grading

The grading parameters of the course are as follows:

- Readings & Participation: 20 pts.
- Paper Proposal: 10 pts.
- Book Review & Reaction Paper: 40 pts.
- Primary Source Analysis Paper: 40 pts.
- Thesis & First Paragraph: 20 pts.
- Role of the Historian Paper: 40 pts.
- Footnote Assignment: 20 pts.
- 2 Peer Reviews: 10 pts. Each (20 total)
- Final Research Paper: 100 pts.

Total: 400 pts.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>360-400 pts</td>
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<tr>
<td>B</td>
<td>320-359 pts</td>
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<td>C</td>
<td>280-319 pts</td>
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<td>D</td>
<td>240-279 pts</td>
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<td>F</td>
<td>0-239 pts</td>
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Course Requirements

Readings & Participation (20 points):

Much of this class is designed as discussion based on readings. You are therefore expected to show up to class prepared, having read the assigned readings, and ready to participate in class discussion and activities. The readings are designed to serve as a foundation and as additional source material to the course. They are essential for understanding the elements of the class. Moreover, the readings will cover crucial material concerning writing, researching, methodology, and much more fun stuff historians are accused of doing. These readings will greatly aid you in completing assignments, especially the final research paper. Students who fail to complete or take seriously the reading requirements of the course will see their grade adversely affected.

All students are expected to participate in class discussions, to ask (bright) questions, speak intelligibly and intelligently, and turn in all assignments. Indeed, as you can tell by the course evaluation and grading, participation is a key factor in the determination of your final grade. With all that said, participation points will correspond directly to actual class participation, which, of course, will require you to have done the readings and assignments, to speak up, and clearly show you did indeed do the reading and reflected on the appropriate material.

Attendance is also a vital element in understanding the course material. Reading material and class discussions are the portal through which critical topics are hashed out and disseminated. A missed class is a missed opportunity. Yet, because this is a course in an institution of higher learning and I assume that all students now understand the importance of class attendance, you will be responsible for your attendance. If you choose to miss class you will be solely responsible for your poor grade. I cannot stress enough how vital attending class truly is.

Paper Proposal (10 pts)

Your final research paper, to be sure, will be judged on how well you succeed in producing a well thought out and clear paper that shows you can interpret and intelligently discuss the issue and how well you can backup your findings with evidence. You know, the kind of stuff that employers out in the so-called real world will expect from you regardless if you took a history class or not. With that...
said, the paper proposal is designed to help you formalize your thinking about your topic, provide a focus for the sources you are analyzing, make it easier for the professor to provide constructive feedback, and to serve as a contract of sorts between yourself and the professor. Once your proposal is approved, major changes will need to be approved by the professor. For the paper proposal, see the “Paper Proposal” handout provided by the professor.

**Book Review & Reaction Paper (40 total pts)**

After reading *Stranded in the Present* (chs. 1-4, and conclusion) you are to turn in a review and reaction paper. For more information, see the “Review & Reaction Paper” handout provided by the professor.

**Refined Paper Proposal & Annotated Bibliography (40 pts)**

Rewrite/revise your paper proposal in one page. Then, in addition, turn in an annotated bibliography. An annotated bibliography is a list of the sources that you plan to use in your research paper, followed by an annotation. In addition to bibliographic data, an annotated bibliography provides both a concise summary of each source and some assessment of its value or relevance to your research paper. For more information, see the “Annotated Bibliography” handout provided by the professor.

**Primary Source Analysis Paper (40 pts)**

Pick one primary source from your annotated bibliography and complete a primary source analysis paper in 2-3 pp. that identifies key themes in the source, explains the context in which the source appeared, analyzes the intended audience and author’s goals, and evaluates the source as historical evidence. For more details, see the handout “Primary Source Analysis Paper” provided by the professor.

**Thesis and first paragraph of Research Paper (20 pts)**

Provide a thesis statement along with the overall point and context of your paper. Put differently, state what the purpose of your paper is (thesis), what major points and primary source documents you will cover and analyze to support your thesis (argument), relate how your thesis will be of interest to the reader (audience), and the broader areas your thesis and paper relate with, e.g., Nacogdoches history, Texas, a business or organization, a social group, etc. For more details, see the handout “Thesis and First Paragraph Assignment” provided by the professor.

**First 4 pp. of Research Paper (20 pts)**

This assignment is designed to better aid you in what could be an arduous task of finishing a research paper. You are therefore required to turn in the first 4 pages of your research paper. Specifically, this is meant to get you started well before the last minute. For more details, see the handout “First 4 pp. of Research Paper” provided by the professor.

**Role of the Historian Paper (40 pts)**

Based on the readings, guest speakers, and discussions assigned for March 28, March 30, and April 4, you are to complete a 2-3 pp. paper that analyzes the professional roles that historians play in education and the public sector, such as museums. For more details, see the handout “Role of the Historian Paper” provided by the professor.
Footnote Assignment (20 pts)

The purpose of this assignment is to give you a chance at learning not only when and why to use citations, but also to learn how, exactly, to format footnotes and endnotes in Chicago Style. For more details, see the handout “Footnote Assignment” provided by the professor.

2 Peer Reviews (10 pts each; 20 total pts):

On two separate occasions this semester you will review and critique a fellow student’s work. The first will concern the footnote assignment (see above) and the second involves the rough draft (see below).

For the footnote assignment you are to (1) manually correct the footnotes and return it to the original author; (2) and make a photocopy of you corrections and turn it in to the professor. Use Turabian and Chicago Manual of Style for help. For the rough draft you are to write a 2 page review and critique. For more information, see “Peer Reviews” handout provided by the professor.

Rough Draft (30 pts) & Final Paper (100 pts)

Detailed instructions for this assignment are, admittedly, slightly vague. In general, you are expected to produce an original research paper based on primary sources. The paper will be at least 8 pages long and properly cited and formatted. Each student will have to explore different resources and will need to develop an individual approach and topic concerning the history of an event, person(s), institution, or subject. While you must demonstrate an understanding of the relevant historiography (secondary sources), the goal is to produce a research paper based on primary sources that provides a nuanced and detailed exploration of some narrowly defined aspect of historical phenomena.

*Complete Rough Draft:* Your rough draft will be substantial. By definition, however, perfection is not expected. Still, at this point, you should have a clearly defined thesis and a narrative supported by evidence from primary documents. Analysis of evidence should be placed in the context of secondary source research. The rough draft should be at least six pages and include footnotes, although the formatting may be incomplete. Please make copies for everyone. In addition, a fellow student will review your rough draft (i.e., peer review assignment) and we will collectively discuss your paper specifically in either week 15 or 16 (to be assigned).

*Final Paper:* You will write at least an 8-page article summarizing your findings. You must demonstrate an understanding of the relevant historiography (secondary sources), but the most important part of the paper will be your explanation and analysis of your primary source work.

For more information on the paper, see the “Rough Draft & Research Paper” handout provided by the professor.

Course Calendar

Week 1

*Jan. 19:* Introductions

Week 2:

*Jan. 24:* Discussion: What is History & Why Study It?

Read (and be prepared to discuss in class):

1. ”The Strange Death of Silas Deane,” in After the Fact: The Art of Historical Detection.

**Read** (and be prepared to discuss in class):  
1. Turabian, chs. 1 & 2, pp. 5-23, and ch. 5, pp. 48-61;  

**Week 3**

*Jan. 31*: Differences between Sources  
**Read** (and be prepared to discuss in class):  
1. Turabian, ch. 3, sec. 3.1, pp. 24-27  

*Feb. 2*: Looking for Sources  
**Read** (and be prepared to discuss in class):  
1. Turabian, ch. 3, sec. 3.3, pp. 29-35  
2. “Researching History and Writing History Papers with Help from the Internet.”

**Week 4**

*Feb. 7*: Looking for Sources II: Visit Library (Guest Instructor: Jennifer Brancato)

*Feb. 9*: Looking for Sources III: Visit ETRC (Guest Instructor: Linda Reynolds)  
Also have read pp. 13-15 of Rael, *Reading, Writing, and Researching for History*  
**Use this source to help you better read Peter Fritzsche’s Stranded in the Present**  
**(be prepared to apply Rael’s STAMP with Fritzsche’s book in class on Feb. 14).**

**Week 5**

*Feb. 14*: How to Read History I: Secondary Sources I  
**Read** and Discuss Fritzsche, *Stranded in the Present*, chs. 1-4, pp. 11-159, and Conclusion, pp. 201-20.

*Feb. 16*: How to Read History II: Secondary Sources II  
**Read & Discuss**  
   Be prepared to apply Galvin’s tips to *Stranded in the Present*  
**DUE: Paper Proposal**

**Week 6**

*Feb. 21*: How to Read History III: Primary Sources I  
**Read & Discuss:**  
1. Turabian, ch. 4, pp. 36-47  
**DUE: Review & Reaction to Stranded in the Present**

*Feb. 23*: How to make a Bibliography and Annotated Bibliography  
**Read & Discuss:**  
1. Turabian, Ch. 16, secs. 6.1 & 6.2, pp. 141-50  
2. Review and Peruse Turabian, Ch. 17, pp. 160-213  
3. “Annotated Bibliography Assignment.”  
4. Bring *Chicago Manual of Style* to class
Week 7
Feb. 28: How to Read History IV: Primary Sources II
   Read and Discuss “Scopes Trial Primary Sources Packet.”

Mar. 2: How to Read History V: Primary Sources III
   Read, watch, listen and Discuss “Selling War Primary Sources Packet.”
   DUE: Refined Paper Proposal and Annotated Bibliography

Week 8
Mar. 7: Strategies for Writing Well; or, Learning How to Avoid Saying, “We was runnin’ good roun’ turn 2!”
   Read (and be prepared to discuss in class):
   1. Turabian, chs. 6-12, pp. 62-121.
      Due: Primary Source Analysis Paper

Mar. 9: Historical Interpretation I: Cultural History
   Special Guest Speaker: Dr. Randi Cox
   Due: Thesis and first paragraph of Research Paper

Week 9
No classes this week for Spring Break

Week 10
Mar. 21: Historical Interpretation II: Women’s History
   Special Guest Speaker: Dr. Dana Cooper

Mar. 23: Historical Interpretation III: Social History
   Special Guest Speaker: Dr. M. Scott Sosebee
   Due: First 4 pp. of Research Paper

Week 11
Mar. 28: Careers in History and the Role of the Historian in Society I: Teaching
   Special Guest Speaker: Dr. Bess Wilson

Mar. 30: Careers in History and the Role of the Historian in Society II: Public History
   Special Guest Speaker: Dr. Perky Beisel
   Have Read: Mike Wallace, “The Battle of the Enola Gay.”

Week 12
Apr. 4: Careers in History and the Role of the Historian in Society III: Higher Education (and, so, you want to go to graduate school to study history)
   Special Guest Speaker: Dr. Troy Davis

Apr. 6: No class; Work on Research and Other Papers
Week 13

Apr. 11: Workshop and Discussion: Good Grammar and Writing Style; and, Yes, Spelling Counts

Read (and be prepared to discuss in class):

2. “Writing and Grammar Help.”

DUE: Role of the Historian in Society Paper

Apr. 13: Scheduled Individual Consults

Week 14

Apr. 18: Scheduled Individual Consults

Due by April 20: First 5 Footnotes of research paper due by noon.

- Be sure to email a copy to everyone in the class, especially peer reviewer.
- Be sure to consult readings due for April 25 workshop to help you with correctly formatting notes!

Apr. 20: Writing Workshop: Formatting Footnotes, Endnotes, and a Bibliography; or, How I Learned to Stop Worrying and Love *The Chicago Manual of Style*

Read (and be prepared to discuss in class):

1. Review citation style in *Chicago Manual of Style;*
2. Turabian, ch. 16, secs. 16.3 & 16.4, pp. 151-59 & Review Ch. 17

DUE: Peer Review of Footnote Assignment

Week 15

Apr. 25: Review Day

DUE: Rough Drafts (Copies for Everyone)

Apr. 27: Peer Review of Rough Drafts & Presentation of Work I

Week 16

May 2: Peer Review of Rough Drafts & Presentation of Work II

DUE: Peer Review of Assigned Rough Draft

May 4: Concluding Thoughts & Thoughtful Contemplation

Week 17

May 11: DUE: Final Papers – Turn into my office/box by Noon.

Due Dates:

- Feb. 16: Paper Proposal
- Feb. 21: Review & Reaction to *Stranded in the Present*
- Mar. 2: Refined Proposal and Annotated Bibliography
- Mar. 7: Primary Source Analysis Paper
- Mar. 9: Thesis and first paragraph of Research Paper
- Mar. 23: First 4 pp. of Research Paper
- Apr. 11: Role of the Historian in Society Paper
- Apr. 18: First 5 footnotes of research paper due (copies for everyone)
- Apr. 20: Peer Review of Footnote Assignment
Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Student Absence for Observation of Religious Holy Days

A student who is absent from classes for the observation of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth (15) day after the first day of the semester, the student had notified the instructor of each scheduled class that the student would be absent for a religious holy day.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Withheld Grades (Semester Grades Policy, A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.