INSTRUCTOR INFORMATION
Instructor: Chuck Dendy
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Phone: 936-639-2388; 1-800-677-7438
Email:dendyc@sfasu.edu or cdendy-attorney@consolidated.net
Office Hours: Monday 4-5 p.m.; Wednesday 4-5 p.m.; by appointment
Class Room: Room 477; T. E. Ferguson Liberal Arts

My legal assistant, Rayine White, is available at the telephone numbers above between 8 a.m. and 4 p.m. If your question is compelling and cannot wait for an email response you may leave a message with her and I will call back as quickly as possible.

COURSE DESCRIPTION
History 210 is an introduction to the history profession. Its primary goals are to teach students to read, think, and write historically. Also addressed will be the role of the historian in society, including the various careers available to historically trained individuals. No tests will be given in this class.

COURSE REQUIREMENTS
Historians read, write, and think; those functions are the essence of the profession. Accordingly, History 210 includes a substantial reading component and numerous writing assignments. The most glaring deficiency I see among students is their aversion to doing the heavy lifting portion of writing. Accordingly, that will be worked on too.

REQUIRED READING
Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. ISBN 9780226816388

GRADES
There will be various writing – and rewriting – assignments over the required readings. These writing assignments will total 30% of your grade. I will provide further information regarding those writing assignments in class. Class participation will count for another 30% of your grade.
Finally, 40% of your grade relates to a semester-long research paper that will have several components, including: a thesis exercise, a bibliography, a rough draft, a final draft, and the teaching of the subject of your research paper. The due dates for the thesis statement, bibliography, rough draft, polished draft, and teaching of your subject of the research project will be designated later in the semester. The rough draft is due on November 15 and the final draft is due December 11.

Writing Assignments: 30%
Research Project:
  - Thesis Statement: 5%
  - Annotated Bibliography: 5%
  - First Draft: 5%
  - Final Draft: 15%
  - Teaching the research study: 10%
Total for Research Project: 40%
Participation 30%
Total: 100%

ATTENDANCE:
Regular attendance is necessary for success in this class. Attendance will be a large part of the participation grade. Students who miss class are consigning themselves to do poorly. You are responsible for all material that you missed, regardless of reason. The course schedule may change and all major changes will be announced in class. You are responsible for all changes announced in your absence. For more information on the university-defined parameters of class attendance, see: [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp).

LATE WORK:
All work must be submitted by the due date. Unless you are excused for work being late, there will be a deduction for all work turned in late.

EXTRA CREDIT:
Other than opportunities I provide for the entire class, no extra credit assignments will be offered during the course of the semester, after the semester is over, or on an individual basis.

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. Students 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 students 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 proper citation of sources using the most recent edition of the *Chicago Manual of Style*.

**STUDENT LEARNING OUTCOMES (SLOs):** The SFA History Department has also designated HIS 210 to assess student learning more specifically. Assessment allows the department to gather data on student progress and helps to determine specific outcomes for this course are as follows:

1. Students will complete a project in which they analyze the role historians played in a contemporary political, social, or cultural debate.

2. Students will complete an assignment in which they apply historical thinking to specific events in the past. It will measure student proficiency in the description of events/phenomena, analysis of historical context, analysis of multiple perspectives, and evaluation of change over time.

3. Students will complete an annotated bibliography project that will measure proficiencies in the following areas: identification of relevant sources, use of appropriate databases and other means of locating relevant sources, ability to distinguish between primary and secondary sources, and the ability to analyze sources for bias, reliability, and relevance.

4. Students will complete a primary source analysis exercise which will include proficiencies in the following areas: identification of key themes in the source, explanation of the context in which the source appeared, analysis of intended audience and author’s goals, and the evaluation of the source as historical evidence.

5. Students will write a research paper which offers an interpretative thesis and include elements of the following: identifiable thesis; effective and cogent structure and organization; proper coherent interpretation of the evidence; clarity and general writing skills; and proper *Chicago Manual of Style* citation and documentation.

**ACADEMIC INTEGRITY**

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. Note: there are online services that review papers for plagiarism. If I have questions about whether a paper contains plagiarism I will submit the paper for review.
The punishment for both cheating and plagiarism will be in accordance with official SFA rules and regulations. Under official regulations, the grade for the plagiarized assignment will be a zero and the violation may be reported to the Dean’s office. A second episode of plagiarism will result in automatic failure of the course and referral to the Dean for further disciplinary action. Please read the complete policy at: http://www.sfasu.edu/policies/academic-integrity.pdf.

This section on academic integrity should not be necessary. You learned it was wrong to cheat in kindergarten. Make it easy on everybody and just don’t cheat.

**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**

Ordinarily, at the discretion of the instructor and with the approval of the department chairman, 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 the future, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Cell Phones and Other Class Disruptions**

Cell phones should be turned off during class. This includes texting and web searching. Points will be deducted from your total if this rule is violated.

**Tentative Course Outline and Assigned Readings**

**Week 1**

Monday, August 28  
Introduction

Wednesday, August 30  
What is history?  
*Reading: Toth Chapter 1; Hoffer Chapter 1*

**Week 2**

Monday, September 4  
limits of historical knowledge  
*Reading: Toth Chapter 7; Arnold (yes, the entire book)*

Wednesday, September 6  
historiography: history has a shelf life  
*Reading: Toth Chapter 3; Hoffer, Introduction and Chapter 1*
Week 3

Monday, September 11  Plagiarism: What is it?; Don’t do it!
Reading: *Hoffer Chapters 5-8*
Online plagiarism project assigned

Wednesday, September 13  Thesis statement: thesis statement project due from
*East Texas Historical Journal*
Reading: An *E. T. H. J.* article
Writing: A precis/abstract of *E. T. H. J.* article

Week 4

Monday, September 18  formulating a research project
Reading: *Kate L. Turabian Part 1, Sections 1-4*

Wednesday, September 20  primary and secondary sources
Reading: *Toth Chapters 4-5*

Week 5

Monday, September 25  the archives (trip to East Texas Research Center)
Plagiarism: online plagiarism project due

Wednesday, September 27  other public sources (trip to Nacogdoches County Clerk’s office)

Week 6

Monday, October 2  the bibliography
Reading: *Turabian Part 2, Sections 15-17*

Wednesday, October 4  Individual meetings re: research topic/paper
*Note*: research paper topic must be approved at/by the date of your individual meeting

Week 7

Monday, October 9  Individual meetings re: research topic/paper

Wednesday, October 11  Individual meetings re: research topic/paper

Week 8

Monday, October 16  Research paper: Where are we?
Working bibliography due
Wednesday, October 18  the culture wars
Reading:  *Hoffer Chapters 1-4; Toth Chapters 9-10*
Writing:  Five-page paper comparing and contrasting *Past Imperfect* and *Lies My Teacher Told Me*

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**Week 9**

Monday, October 23  public history
Reading:  *Toth Chapter 12*

Wednesday, October 25  teaching secondary education history
Reading:  *Lies My Teacher Told Me.*
Writing:  response paper to *Lies My Teacher Told Me*

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**Week 10**

Monday, October 30  graduate school and beyond

Wednesday, November 1  non-traditional uses of a history degree

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**Week 11**

Monday, November 6  writing with style: round table discussion with people who make their living writing
Reading:  *Writing With Style*
Writing:  book review of *Writing With Style*

Wednesday, November 8  Individual meetings re: research paper

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**Week 12**

Monday, November 13  Individual meetings re: research paper

Wednesday, November 15  writing correctly
Reading:  *Turabian Part 3; Writing With Style Part 2*
Research paper first draft due

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**Week 13**

Monday, November 20  Thanksgiving Vacation

Wednesday, November 22  Thanksgiving Vacation

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**Week 14**

Monday, November 27  teaching the subject of your research paper
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Wednesday, November 29</td>
<td>teaching the subject of your research paper</td>
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<tr>
<td>Week 15</td>
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<tr>
<td>Monday, December 4</td>
<td>teaching the subject of your research paper</td>
</tr>
<tr>
<td>Wednesday, December 6</td>
<td>teaching the subject of your research paper</td>
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<tr>
<td>Week 16</td>
<td></td>
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<tr>
<td>Monday, December 11</td>
<td>What did you learn? Is it worth knowing?</td>
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<tr>
<td>Reading:</td>
<td></td>
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<tr>
<td>Toth Chapter 8; Hoffer, the conclusion; Arnold</td>
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<tr>
<td>Research paper final draft due</td>
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