

**History 200-01V: The Keys to Historical Research (3 Cr.)**  
**Lewis Clark State College, Spring 2022**  
**W @ 1:30-4:15pm**

**This is a Virtual Remote course. It will meet Live on Zoom 100% of the Time**

Prof. Eric Martin  
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Office Hours: T/W/Th 10:30-11:30 and by appointment.

**Course Description (from the LCSC catalog):**

Historiography is the history of history. This course centers on concepts and methods of history and those individuals who most contributed to historical thought. The role of the historian will be studied through the lives and methods of some of the foremost in the field.

**(The Better) Course Description:**

What is history? What can history tell us about ourselves, our families, our communities, our societies, and the world around us? Can history help us to better understand contemporary issues? How can history be utilized to improve the communities we live in? What is the social role of the historian? How has history and the historian changed over the last 3,000 years? Each week through our readings, class discussions and lectures we will examine different elements of history. It will be up to you to determine how these different elements fit together and how you can utilize them to answer the questions above. In order to help you do that, you will design an original research project that examines a historical debate/issue. This class will pay special attention to the historical production process and the role of history and historians in the societies in which we live and those of the past. The class will also focus on developing research and writing skills specific to the discipline of history.

**I assume that you have successfully completed Eng. 102 and a couple of introductory (100 level) history courses.**

**Course Format, Content Delivery Methods, and Technological Expectations**

This is a virtual remote course. Content will be delivered live, online, face-to-face, through zoom during our scheduled class times. It is based on the assumption that you have access to an operational computer that is connected to the internet and capable of streaming video. It also assumes that you have a web camera and a microphone.

**Purpose/Goals**

The Keys to Historical Research (HIST 200) fulfills one of the four Skills Components required for the Social Science Major. The purpose of the Skills Components as a whole is to prepare students for their Senior Research Seminar (SS 499) in which they will be required to design, develop, and present an original piece of research. HIST 200 is specifically oriented towards developing student skills to identify, understand, and connect the dots between the major pieces of scholarship on a particular topic. The rest of the Skills Component consists of Social/Political Philosophy (PHIL/POLS 200) and six credits from the following (depending upon your emphasis): Research Design (SS 3??), Statistical Methods (SS 300), Computers and Social Science (SS 384), Research Methodology and Statistical Concepts (SS 385), or Ethnography (SS 386). Social Science Majors should plan to take one skills course each semester. If you plan to enroll in SS 499 this spring, please let me know.

And even if you are not a SS major, by the end of the course, you should have a demonstrable understanding of the history of history. More generally, as a Social Science course, History 200 should help you to do at least some of the following:

- conduct historical/social science research
- think analytically about historical/social phenomena
- understand and apply historical/social science theories, concepts, and categories
- read and analyze works dealing with historical/social science issues
- write a clear, concise, and organized paper
- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to historical/social issues
- demonstrate a knowledge of the history and theory of historical/social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

### Required Readings

- *Abina and the Important Men*. Trevor Getz and Liz Clarke.
- *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9<sup>th</sup> Edition. Kate Turabian.
- *The Landscape of History*. John Lewis Gaddis.
- Various internet readings and class handouts as required.
- **Reference/Study Guides**
  - PRAXIS Study Guide: [World and U.S. History Content Knowledge](#)  
(Students planning to apply for secondary education certification in the state of Idaho will need to pass the PRAXIS exam. This course covers material on that exam. This guide will help make sure you are better prepared for the exam.)

### Optional Readings

- *The Information Literate Historian*. 3<sup>rd</sup> Edition. Jenney Presnell.
- *The Methods and Skills of History: A Practical Guide*. 4<sup>th</sup> Edition. Michael J. Salevourious.
- *1984*. George Orwell
- *Interpretations of American History, Vol I: Through Reconstruction*. 8th Edition. Francis G. Couvares, Martha Saxton, Gerald N. Grob, George Athan Billias.
- *Interpretations of American History, Vol II: Since Reconstruction*. 8th Edition. Francis G. Couvares, Martha Saxton, Gerald N. Grob, George Athan Billias.

## Grading and Evaluation

- 20% Class participation
  - 2 Required Research Appointment with LCSC Librarian. ([Set up your appointments here](#))
    - First must be completed before week 3. (Topic selection, source scouting, and preparing the annotated research bibliography)
    - Second must be completed before Spring Break. (Advanced topic refinement, advanced source selection)
  - 2 Required Appointment with the [LCSC Writing Center](#).
    - First must be completed before week 7. (Outlining and setting up your essay)
    - Second must be completed before week 13. (Developing a clean draft for in class peer review)
  - Resume/C.V.
- 10% *Abina and the Important Men*. Analytical Book Review
- 10% % 3 Page Annotated Bibliography w/ Introduction
- 10% 3 Page Analytical Book Review
  - 5% Optional Second Three Page Book Analysis
- 10% 4 Page Comparative Book Analysis
  - 5% Optional Second Four Page Formal Article Analysis
- 10% 10 Minute. Research in Progress Presentation and 10 min. of Q and A
  - To be based on your 4-6 page, polished rough draft.
- 30% 8-12 Page Historical Literature Review/Research Paper
  - Final Draft

## Course Requirements

### I. Class Participation

This course is heavily based on discussion and depends upon your active participation. Practically all of our discussions over the assigned readings this semester will be student led. The oral presentation of our ideas is an extremely important skill to develop, so come to class prepared to discuss the material. The better prepared you are the better our discussions will be. My main role in this course will be that of a facilitator. Although I will lecture at points, the responsibility for the direction and value of our class discussions will be shared equally among all members of the class.

For any individual reading be sure that you are able to: 1) identify/summarize the author's argument/main point(s); 2) identify & critique the evidence used to support this argument; 3) decide whether or not you were convinced; 4) explain your position; 5) support your position with additional source material; 6) connect the reading to other readings we have done (this may be difficult at first); 7) identify issues the reading brought up that you would like to know more about.

If after reading an individual selection you find yourself unable to do any of the above, that is o.k. In those cases (and there may be many of them) be sure you come to class with some questions about the reading. You will be expected to have written notes on each reading from which you can refer to during our discussions and I will ask to see them from time to time.

Almost every week I ask you to bring something related to your research project to class, failure to do so will be reflected in your class participation grade.

## **II. Three Page Initial Research Proposal (Abstract and Annotated Bibliography)**

The purpose of this assignment is to demonstrate that you have a topic, a direction, and historical material to work with. In it you should show me the you have done the preliminary legwork required to develop a historiographic essay on your topic. Your initial proposal will consist of:

1. A one-half page statement explaining what you propose to study and why this is a topic should be of interest to you or anyone else. This part should also have a preliminary breakdown of the various "schools of thought" or historical perspectives you anticipate finding.
2. An Annotated Bibliography which includes:
  - at least 15 total sources
  - at least one article from the *American Historical Review*, *Journal of American History*, or *Journal of World History*
  - at least two articles from 2 different scholarly journals in history

**III. Three Page Book Review:** using the guidelines at the end of this syllabus.

**IV. Four Page Comparative Articles Analysis:** using the same guideline as above.

**V. Formal 10 minute Research in Progress Presentation and 10 minutes of Q and A:** details forthcoming

**VI. 6-8 Page Historiographic Essay:** You will receive more details on this assignment in the near future. Page Minimum DOES NOT include bibliography or chronology.

## **2 Appointments with the LCSC Writing Center**

## **2 Research Appointments with the LCSC Librarians**

**Late/Make Up Work:** Assignments are due digitally by the beginning of class. Unexcused late papers will be marked as such and will receive a full grade deduction for being late and another letter grade deduction for every additional 24 hours late.

## **Grading Scale:**

**A** = Reserved for those who consistently demonstrate sophisticated, content-based thinking on paper and in class. An "A" is for folks who went far above and beyond their duties as a student of history this semester.

**B** = Reserved for those who often demonstrate sophisticated, content-based thinking on paper and in class. A "B" is for students who went above and beyond their duties as a student of history this semester.

**C** = You did what I asked, nothing more, and you did a decent job of it. A "C" is an honorable grade and I hope to see you in another course, because a "C" in this class means you read, wrote, and thought about history for a significant portion of the semester.

**D** = You either didn't do all I asked or you didn't do a very good job of it, but you have met enough of the minimum requirements for this course that you should get some kind of college credit for it. Depending upon your major, you may need to take this course again.

**F** = You did not meet the minimum requirements (outlined in this document) to receive college level credit for this course. We probably don't need to dwell on what may have gone into earning this grade.

**Academic Honesty:** You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. Expect the maximum penalty as described in the LCSC Student Handbook if I have to spend time gathering evidence and documenting that you submitted work that you did not write as your own. All written work that you hand in -- essays and examinations -- must be exclusively your work. Contact me if you are not clear on this point.

**Attendance Policy:** In addition to a reduced class participation grade, unexcused absences will have a detrimental impact on your final grade at the rate of one letter grade (A, B, C, D, F) for every unexcused absence beyond two. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class. If you miss a class, assume you missed something important and get any course/assignment updates and missed notes from a classmate.

**Children in my classroom:** LCSC does not have an official policy on children in the classroom; here is mine. You are welcome to bring your kid to my class on occasion as long as:

- **You have attempted to make alternative arrangements** for your kid and bringing them to class is a last resort effort to avoid missing class. I get it; day care is expensive and sometimes grandma/pa falls through. But your kid should probably not come to class on a regular basis. Infants still breastfeeding might be an exception to this.
- **Your kid is not disruptive** to other people's learning. I am not talking about complete silence. Babies make some noise and kids want to ask questions. The occasional murmur/racket is to be expected. But meltdowns need to be escorted out the door so the rest of us can focus. If you do bring your kid to class, consider sitting near the door if you think you might have to make a quick exit. And don't forget those of us without infants are not as accustomed to simply tuning them out as you may be. If you don't know whether you should exit, look in my direction, I'll tell you.
- **Your child is not sick.** If your child is too sick to go to their own school, they are probably too sick to come to your school. Don't get the rest of us sick.

The above is my personal policy, not institutional policy. As long as the above criteria are met you are welcome to bring your child to my class without notice. But you should have a direct conversation with your other professors before bringing your kid to their classes. And some classes, a chemistry lab for example, probably should not have kids in it at all.

**A few matters of courtesy I ask of you.**

- Be situated a ready to engage as soon as class begins.
- Don't arrive a few minutes late or leave during class on a regular basis.
- Turn you video on.
- Mute your phone.
- Refrain from multitasking while we meet.
- Listen when someone else is talking.

**A few matters of courtesy I ask of you.**

- Please turn off your cell phones.
- Only use your lap top / web connection for purposes directly related to this course while class is meeting.
- Be situated a ready to engage as soon as class begins.
- Don't arrive a few minutes late or visit the vending machine/restroom during class on a regular basis.
- Listen when someone else is talking.
- Refrain from doing homework, etc.. for another class while we meet.
- Go do something else if you do not want to be here.

**Schedule**

Due to the nature of this course, it is all but certain that this schedule will need to be revised from time to time. Additional reading material will be assigned as needed.

**Week One** 1/19

- Intro to the Course and Each Other

**Week Two** 1/26

- Readings
  - *Interpretations of American History: Vol. 1* "Introduction"
  - Turabian, Chapters 1-2.
  - "[The Historians Craft](http://www.historians.org/publications-and-directories/perspectives-on-history/september-2002/the-historians-craft)" by Tom Scott from the September 2002 issue of *Perspectives* (<http://www.historians.org/publications-and-directories/perspectives-on-history/september-2002/the-historians-craft>)
- Assignments
  - One-paragraph, preliminary proposal for course project.

- Two-page essay addressing the following question: According to Gorb and Billias "Every generation of American scholars has reinterpreted the past in terms of its own age." What have been the major turning points in the interpretation of U.S. History? What do you think is the reason for revising historical interpretation?

**Week Three 2/2 (Black History Month)**

- Readings
  - Gaddis, Chapters 1-2.
  - Turabian, Chapters 3-4.
- Assignments
  - One-page, detailed, Learning through Discussion Outline on Gaddis readings.

**Week Four 2/9 (Guest: TBA) (Black History Month)**

- Readings
  - Gaddis, Chapters 3-4.
  - Turabian, Chapters 5-6
- Assignments
  - Revised proposal (includes preliminary bibliography)
  - One-page, detailed, Learning through Discussion Outline on Gaddis readings.

**Week Five 2/16 (Black History Month)**

- Readings
  - Abina and the Important Men Part I – III (Graphic Novel and Transcript)
  - Turabian, Chapters 7-8
- Assignments
  - Write on one-two page reflection focused one of the questions in content folder “Week 5” #24 or #25.
  - TBA Building your research projects

**Week Six 2/23 (Black History Month)**

- Readings
  - *Abina and the Important Men* Part IV-End
  - Turabian, Chapters 9-10
- Assignments
  - *Abina* Book Analysis Due
  - TBA Building your research projects

**Week Seven 3/2**

- Readings
  - Gaddis, Chapters 5-6.
  - Turabian, Chapters 11-12
- Assignments
  - One-page, detailed, Learning through Discussion Outline on Gaddis readings.
  - Book Analysis #1

**Week Eight** 3/9 (Guest: TBA)

- Readings
  - Gaddis 7-8.
  - Turabian, Chapters 13-14
- Assignments
  - One-page, detailed, Learning through Discussion Outline on Gaddis readings.
  - TBA Building your research projects

**Week Nine** 3/16 (PPCS Spring Break) (**Native American Awareness Week**)

- Readings
  - TBA
- Assignments
  - Book Analysis #2

**Week Ten** 3/23

Guest: Erin Cassetto, Director for Student Employment and Career Center

- Readings
  - TBA
- Assignments
  - TBA

**Spring Break 3/30**

**Week Eleven** 4/6

- Formal Research in Progress Presentations

**Week Twelve** 4/13

- Formal Research in Progress Presentations



**Week Thirteen** 4/20

- Formal Research in Progress Presentations

**Week Fourteen** 4/27

- Peer Reviews

**Week Fifteen** 5/4

- Final Project Due

**Learning through Discussion - Outline Preparation**

**Step One**

Definitions: List three to five words of which you are unsure. Look them up and write down the definitions of them.

**Step Two**

Main Topic Identification: Write down your version of a general statement of the author's message.

**Step Three**

Subtopic Identification: Identify three to four subtopics.

**Step Four**

Subtopic Explanation & Questions: Write a brief statement of the subject matter of each subtopic. Design a question that you would ask for each.

**Step Five**

Integration with Other Materials: Write down the meaning or usefulness the material has for understanding other concepts and materials. This step should include concrete concepts and evidence from the reading related to an outside reading, lecture, film or other material. The analysis should talk about the concept, the sets of evidence, and the significance of the comparison.

**Step Six**

Application: Write down how the material can apply to your own life situation - past, present or future. What implications does the material hold for your own intellectual pursuits or interests?

**Step Seven**

Evaluation: Write down your reactions and evaluation of the assignment.

[Adapted from Hill, Wm . Fawcett, Learning Thru Discussion (Sage Publications, 1969)]

