



RI: Historical Methods
HIS 3150-xxxxx—3 credits
Fall 2019-AL 242 Boca Raton Campus

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Office Hours MW 2-5pm –and by appointment

Course objectives

This course teaches students how to be historians. Students will conduct original research using a variety of primary sources, including those in libraries and digital collections. They will also learn about major historiographical trends, and produce a research paper based on primary sources.

At the beginning of the semester, students will complete library projects that will train them in the art of historical research. They will then produce a historiographical essay (which will undergo peer and professorial review), and they will also be tested on research methods and historiography. In the final weeks of the semester, they will write a final research paper dealing persecution of religious and ethnic groups in the United States and Europe in the nineteenth and twentieth centuries.

Research Intensive (RI) Course Designation

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

This is a RI or research intensive course. Student Learning Outcomes (SLOs) include the following

Outcome 1: Knowledge. Students will differentiate and evaluate primary and secondary source materials on the persecution of religious and ethnic groups in the United States and Europe in the nineteenth and twentieth centuries. Students will identify and analyze ethical issues concerning the persecution of religious and ethnic groups in the United States and Europe in the nineteenth

¹ Herodotus, Tacitus, Bede, Anna Comnena, Einhard, Edward Gibbon, Leopold von Ranke, Frederick Jackson Turner, Gerda Lerner

and twentieth centuries by learning about why it happened, by learning about successful and unsuccessful efforts undertaken to combat it

Outcome 2: Formulate Questions. Students will distinguish key problems and questions regarding the persecution of religious and ethnic groups in the United States and Europe as they do research on this topic for their papers.

Outcome 3: Plan of Action. Students will make presentations on their initial research findings to the class and subject their term paper outlines to peer review. Based on feedback received on these assignments, they will write a final research paper that is complete and consistent with the demands of the discipline of historical writing and research.

Outcome 4: Critical Thinking. Students will assemble and interpret data in the various written assignments in general and for the final research paper in particular. Evaluation of these assignments by the instructor and peers will ensure that students learn how to present their data in a clear and engaged manner

Outcome 5: Ethical Conduct. Students are trained in and required to utilize the standards for ethical research appropriate to the discipline of history. It is strongly recommended that students complete the Responsible conduct of research (RCR) certificate through the CITI training of academic research on-line at <http://www.fau.edu/graduate/events/citi-training.php>. Students are also encouraged to attend FAU OURI workshops on topics related responsible conduct of research. Information on OURI workshops can be found here:

http://www.fau.edu/our/student_workshops.php

Outcome 6: Communication. Students will convey their research and inquiry to their peers via presentations on their paper proposals and their final papers. They will produce a final research paper in the correct format and presented at an appropriate level.

Florida Atlantic University's Undergraduate Research Symposium:

Students are encouraged to submit their research projects to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: http://www.fau.edu/our/undergrad_symposium.php

Books: the following texts must be purchased:

- Jules Benjamin: *A Student's Guide to History* (Bedford Publishers, 2013) ISBN-10: 1457621444
- Ernst Breisach, *Historiography: Ancient, Medieval and Modern* (University of Chicago Press, 2013) ISBN-10: 0226072835
- Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing* (Wiley Blackwell Publishers, 2013) ISBN-10: 1118515315
- **Sharlene Sayegh, *History and Theory* (Pearson, 2014)**
- Marnie Hughes-Warrington, *Fifty Key Thinkers on History* Routledge Publishers, 2014. ISBN-10: 041570359X

Students must also purchase 100 3x5 note-cards; these will be used for the library projects

This is a web-assisted course. Syllabi, handouts and assignments will appear on Canvas. To access these materials, please log on to canvas.fau.edu

Please note: **Using Canvas does not preclude your requirement to attend all classes**

This is a writing intensive WAC course Students must produce 5 to 6 thousand words of acceptable writing during the course of the semester. It also helps fulfill the state-mandated Gordon Rule requirement if it is passed with C or better.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term-paper.

Course requirements

Attendance: *students must attend each and every class. Unexcused absences will be penalized.*

Written work

1. Research paper: students are required to write a 10-15 paper **on the topic of his/her choice on any topic in nineteenth or twentieth century European or American history dealing with persecution of racial or ethnic minorities.**

The final draft of the paper must meet the following criteria, or it will not be accepted:

The paper must be based on primary sources, and at least one primary source must come from the Internet. Students are encouraged to use as many secondary sources as possible from the FAU library and the Internet.

Five of the sources in the bibliography must be annotated by 2-3 sentences describing the usefulness of the source.

The paper must also include endnotes and a bibliography that conform to the standards in the Benjamin book.

Students must submit their research notes and an outline of the paper along with the final draft

2. Book Review: students must write a book review of 500 words on a secondary source selected for the research paper. The book review must adhere to the format of the journal *The Historian*.

3. Library projects: details on these assignments will be provided in class

4. Historiographical essay: Students will be assigned selected passages from various historians. They must determine whether the historian who wrote selected passages reflect the

characteristics, ideas, attitudes and values of the era in which the historian lived. The results of this inquiry will be presented in a 500 word essay.

Most important, Students must write papers in their own words. Failure to do this constitutes plagiarism, which means: "Improper use of another's ideas or language."

Paraphrasing closely without giving credit or using original phrases or words without quotation marks are definitely examples of plagiarism. Academic and legal penalties are severe and can include a failing grade in the course, expulsion, and even denial of college degrees. Be scholarly and honest."

[Source: P.B.'s Research Paper Guide, (Lawrence, New York, 1991), p. 4]

Students agree that by taking this course all required and optional papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Students guilty of plagiarism will automatically flunk the course and will be subject to additional penalties under the Academic Code of Conduct

6. Exam: There will be one essay/identification exam. Students will be tested on their knowledge of research techniques, correct source citation format (endnotes and bibliography), and knowledge of ancient, medieval, and modern historiography.

Grade Breakdown

Library projects	20%
Book Review	10%
Historiographical essay	10%
Exam	10%
Rough draft of term paper	20%
Term paper	25%
Term paper presentations	5%

Please note: Assignments turned in late will NOT be accepted

Students must receive a grade of "C" or better on the term paper to pass the course

GRADING SCALE

A	94-100	A-	90-93
B+	87-89	B	83-86
B-	80-82	C+	77-79
C	73-76	C-	70-72
D+	67-69	D	63-66
D-	60-62	F	59 and below

Required course outcomes

Upon completion of this course, students will be able to

1. Find and use the following in the library related to research in history: historical guides, abstracts, indexes, bibliographies, references works, microforms and interlibrary loan
2. Demonstrate electronic skills, including use of WebLUIIS and finding primary sources on the Internet
3. Write bibliography and note cards as part of weekly library assignments and the final research project
4. Write a scholarly book review, annotated bibliography, and historiographical essay
5. Evaluate and analyze primary and secondary sources according to professional methods
6. Produce writing assignments that utilize correct grammar and sophisticated analysis of historical themes
7. Show familiarity with major themes in European historiography
8. Produce a well-organized research paper that includes a strong and well-developed thesis, and that reflects careful work in primary source materials

Assistance for Students:

The Writing Center supports and promotes writing for all members of the FAU community -- undergraduate and graduate students, staff, faculty and visiting scholars. The center's consultants are informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revision) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals and other documents. We provide writing aid rather than an editing service. Consequently, consultants may not get to all of a paper's issues, but writers will come away with a fresh perspective on their work as well as documents in which one or more aspects are improved. For information and hours, and to schedule an appointment, go to <http://www.fau.edu/ucew/>

Students with disabilities: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For further information, go to <https://www.fau.edu/sas/>

Counseling Services: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services

(CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional well-being. CAPS is located on the second floor above the Breezeway food court of the Boca Raton campus. For more information, go to <http://www.fau.edu/counseling> or call 561-297-3540

Other policies

Attendance Policy: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Late work and absences: Papers turned in late will be penalized. Students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities; students may make up missed work without any reduction in the student's final course grade. Reasonable accommodation will be made for students participating in a religious observance.

Grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances (documented illness, death or severe illness in the family, unexpected hospitalization, or severe family crisis).

Code of Academic Integrity policy Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Schedule of Classes and Assignments

PART I: METHODS

Thursday, August 20

Introduction and expectations
(questionnaire, information hunt, writing sample,
preliminary bibliography)

Thursday, August 27

LIBRARY TOUR I—Online sources; Digital Collections

Thursday, September 3

Presentations on Library Assignment 1
LIBRARY ASSIGNMENT 1 DUE
(Online sources)

Reading for August 24: Benjamin, *A Student's Guide to History*, chapter 1; Brundage, *Going to the Sources*, chapters 2-3

Thursday, September 10

Presentations on Library Assignment 2
LIBRARY ASSIGNMENT 2 DUE
(Reference Section)

Thursday, September 17

Choosing a paper topic
Analyzing primary sources
LIBRARY ASSIGNMENT 3 DUE (Government
documents and manuscript collections)

Reading for September 17: Brundage, chapter chapters 5, Benjamin, chapter 4

Thursday, September 24

Presentations on Library Projects
LIBRARY ASSIGNMENT 4 DUE
(Newspapers)

Thursday, October 1

Presentations on Library Projects
How to write a book review
LIBRARY ASSIGNMENT 5 DUE
(Journals)

Reading for 1 October: Benjamin, Pages 68-87

Lecture on periodization of history, followed by exam of docs from each period

Thursday, October 8

Historiography—Introduction

Reading for October 8: Warrington, *Fifty Key Thinkers in World History*, Preface & Articles on Herodotus, Thucydides, Livy, Polybius, Tacitus, Gregory of Tours, Bede, Froissart, Ibn Khaldun, Kant, Gibbon, Hegel, Ranke, Michelet, Macaulay, Marx, and Dilthey; Gilderhus, chapters 1-3; Benjamin, review chapter 1

BOOK REVIEW DUE ON October 8

PART II: HISTORIOGRAPHY

Thursday, October 15 Ancient, Medieval and Early Modern
Historiography

Instructions for historiographical essay and oral presentation

Reading for October 15: Warrington, articles on all historians listed for brief bios and readings about them in the Breisach book

Thursday, October 22 Modern and Recent Historiography

Reading for October 22— Reading for October 15: Warrington, articles on all historians listed for brief bios and readings about them in the Breisach book; Benjamin, chapter 5

Thursday, October 29 **Historiography Papers due/ Peer review and Discussion**
Review for Exam

LIBRARY TOUR, PART II—Special Collections and the Weiner Collection

Thursday, November 5— **EXAM**

PART III: PRESENTATION

Thursday, November 12 Rough drafts due; peer review in class

Thursday, November 19 Term paper presentations

Thursday, November 26 Thanksgiving Holiday—No class

December 3 Wrap-up discussion
Papers must be turned in to Instructor's Office by 4PM
LATE PAPERS WILL NOT BE ACCEPTED

Peer review worksheet for historiographical essay

Your name _____

Paper author _____

CONTENT: the essay has the following:	Comments
1. An introduction that previews discussion of sources	
2. An adequate amount of and discussion of supporting evidence:	
a. Analysis of ideas of historian studied	
b. Analysis of secondary sources describing era in which the historian lived	
3. A conclusion that addresses essay question (s) and exhibits analysis of the topic	
PRESENTATION AND WRITING	
1. Source citation mechanics (correct footnote format, use of quotation marks for quotes, use of block quotes)	
2. Basic grammar	
a. Correct use of semicolons and colons	
b. Correct use of apostrophes	
c. Consistency in verb tenses (all verbs in past tense)	
d. Correct spelling	
e. Correct sentence structure	
f. Transitions and coherence	
3. Word Count- 500 minimum	

Peer review worksheet for term paper

Your name _____

Paper author: _____

CONTENT: the essay has the following:	Comments
1 .An introduction that previews discussion of sources	
2. An adequate amount of and discussion of supporting evidence:	
c. Use of primary sources- how many documents used?	
d. Use of secondary sources—how many times is text cited	
e. Analysis of primary sources	
f. Analysis of secondary sources	
4. A conclusion that addresses essay question (s) and exhibits analysis of the topic	
PRESENTATION AND WRITING	
3. Source citation mechanics (correct footnote format, use of quotation marks for quotes, use of block quotes))	
• Basic grammar	
g. Correct use of semicolons and colons	
h. Correct use of apostrophes	
i. Consistency in verb tenses (all verbs in past tense)	
j. Correct spelling	

k. Correct sentence structure	
l. Transitions and coherence	
• Word Count- 2500 minimum	