**History 100: Introduction to Historical Skills**

*California State University, Sacramento*

**Instructor Information:**

Dr. L. Reed

Office Hours: MW 1:30-2:45 and Tues 2:30-4:15
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**Class Information:**

Spring, 2017 - Tahoe 1002
Course #34801, Sec 02
MW 3-4:15

**NOTA BENE:** College courses require preparation – The State of California wants 2-3 hours of preparation outside the classroom for every 1 hour in class; thus, a 3-unit class requires 6-9 hours of homework per week. This amount of preparation should be considered prior to taking any class. However, given the high cost you pay for an education, you will not get out if it what you deserve unless you put in the time and do the preparation. All students are required to read this syllabus and to know the requirements and policies of this class.

**Course Description:**

Introduction to historical skills includes secondary and primary source research, critical analysis of documentary sources, historical reasoning and the preparation of written reports. Attention is also given to research procedures, record-keeping, citation, and bibliography. **Note:** Open to History majors who have completed at least 6 units of required lower division coursework. This class is recommended for the second semester of sophomore year.

**Learning Objectives**

- To develop research skills
- Analyze primary and secondary sources
- Identify be able to construct a thesis
- Differentiate the value and credibility among sources of historical information
- Write a clear expository essay using a variety of sources which develops a coherent argument.
- Identify and analyze fundamental problems of historical interpretation
- Demonstrate ability to use research techniques in history, including the location and analysis of primary historical sources both printed and electronic to compose a history research paper.
- Use citation standards acceptable in the discipline of history.

**Required Readings:**

- Kate Turabian, *A Manual for Writers of Terms Papers, Theses, and Dissertations* – 8th Edition
- the above books can be obtained from bookstores and on line (eg. half.com, Amazon)
- other readings will be made available on SacCT and/or on Reserve at the Library

Recommended: Diana Hacker, *A Pocket Manual to Writing* (also available on line, any edition will do)

**Research topics for this class:**

Japanese-American Experience (primarily focusing on internment camps)

The above topic is the ONLY topic for this class and is merely a starting point from which to delve deeper into research.

The reason for choosing this topic is that it will afford you the opportunity to learn how to research, how to utilize primary sources in our archives, and to take advantage of the abundance of primary source material available literally in our own back yard. Since the material is conveniently at our own facility, we can use it to focus on how the historian develops a thesis and defense. This class is intended to introduce to students how to be an historian rather than merely read the works of other historians. Once you have these skills, you can use them to develop your projects in other/future classes.

**Important General Notes:**

- All research topics must have at least ¼ (better papers will have considerably more) of primary sources. These primary sources must come from the CSUS Department of Special Collections and University Archives. Even though the general topic for this class is assigned, all specific topics must be approved by the Dr. Reed.
- All assignments must be completed in order to pass this class.
- Plagiarism/cheating will result in an F and the matter turned over to Student Affairs.
- Late assignments will be lowered 1/3 of a grade daily. Will not accept assignments after one week.
- Absences: 3 absences will lower your final score. A 5th absence will result in an F for the course.

Mandatory individual meetings are part of this attendance requirement.

- Tardiness and leaving early: Considered the same as an absence.
- turn cell phones during class, use of cell phones during class will lower grade.
- this syllabus is subject to change; changes will be announced in class.

**Format for all works:**
- Assignments must be typed, with one-inch margins, double spaced.
- No triple spacing between paragraphs (check your defaults).
- Handwritten assignments are not acceptable unless an in-class written assignment.
- Footnotes and bibliographies are single spaced (double between sources).

**Academic Dishonesty:**

Many students naively believe that to not cite when quoting is the only form of plagiarism. Plagiarism consisting of passing off as one’s own the IDEAS, words, writings, etc. of another person, even if you have the permission of that person, or IF YOU CHANGE THE WORDS AROUND. The ideas are what count. If you have any doubt whatsoever about whether or not something constitutes plagiarism, do not do it or consult with me first. For a quick tutorial on plagiarism, go to [http://library.csus.edu/content2/asp?pageID=353](http://library.csus.edu/content2/asp?pageID=353)

Academic dishonesty will not be tolerated. Students caught cheating will receive an F (0 points) for the assignment or immediately fail the course and the matter referred to Student Affairs.

Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to such acts. Refer to the CSUS Policy Many for further information: [http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm)

Some students like to work together on assignments. Working together is fine but be sure to do your own work. If I believe one person copied the answers from another person, both persons, at the very least, receive zero for the assignment and will be reported to the University.

**Assignments and Grading:**

1. **Turabian Test** – Turabian required .......................... 50
2. **Sources Test** (sources/paraphrasing/citations/Turabian) .......................... 50
3. **Subject Focus and Annotated Notes of Sources (primary and secondary)** .......................... 50
4. **Proposed Thesis and Defenses** (cited with Bibliography) .......................... 50
5. **Article Review** ................................................................. 100
6. **Outline of Final Thesis and Defenses** (organized defenses and sub-defenses; itemizes specific sources and how used) .......................... 150
   Attach a one-page Abstract (summary of thesis and defenses) .......................... 50
7. **Research Paper** ................................................................. 200
8. **Preparation** (research and project progress that reflects 6-9 hours weekly of preparation) .......................... 100

800 pts total

Grades (including final grades) will be determined on a percentage basis according to the following schedule:

- **A** 94-100%
- **B+** 88-89%
- **B** 84-87%
- **B-** 80-83%
- **C+** 78-79%
- **C** 74-77%
- **C-** 70-73%
- **D+** 68-69%
- **D** 64-67%
- **D-** 60-63%
- **F** 0-59%
| Week 1  | January 23-25 | Introduction | Turabian Ch. 1 and 2 | - Introduction  
|---------|---------------|--------------|---------------------|----------------------  
|         |               |              |                     | Wed: Library Tour, meet in classroom first  
| Week 2  | Jan 3-Feb 1   | What is History?  
|         |               | Approaches to finding a topic; Conceptual Questions; Types/Levels of Historical Analysis: Summary, Narrative, Synthesis, Analysis | Storey, Chapters 1 and 2 | 1) From our web page, read/print: Levels of Analysis; Finding Magazines or Scholarly Journals; Finding Refereed or Peer-Reviewed Journals  
|         |               |               |                     | 2) View on-line tutorial from Julie Thomas for in-class exercises in meeting next week.  
|         |               |               |                     | 3) start researching – read broadly and start narrowing topic  
|         |               |               |                     | 4) See/Download Sources Test (take home) due in two weeks, suggest you start now, download from our web page  
|         |               |               |                     | Wed: Meet in Lib 2024 with Ben Amata  
| Week 3  | Feb 6-8       | - Framing a Question  
|         |               | - Analyzing an article’s argument and structure  
|         |               | - what to look for in an historian’s techniques.  
|         |               | - Introduction to Primary and Secondary sources, scholarly works | Turabian Ch 3-4 | Mon: Test on Turabian: Bring Turabian’s book to class for an in-class, open book test. You will also need paper and a pen.  
|         |               |               |                     | Wed: Meet in Lib 3028 with Julie Thomas (be sure to watch on-line tutorial first)  
|         |               |               |                     | 1) Sources Test due next week (download from our web page, this test will take hours, suggest starting early)  
|         |               |               |                     | 2) Keep researching/reading – sources required for next week meeting with Ben Amata  
| Week 4  | Feb 13-15     | - framing an argument  
|         |               | - student topics, sources Collecting sources – what to consider while reading;  
|         |               | - what needs to appear in notes; | Storey, Ch 3 | Mon: Sources Test Due (we will discuss answers in class)  
|         |               |               |                     | Wed: Meet in Lib 2014 with Ben Amata – bring sources to this meeting; Ben Amata and Prof. Reed will meet with each student to view progress and to help find more sources.  
|         |               |               |                     | See instructions for upcoming “Subject Focus and Annotated Notes”  
| Week 5  | Feb 20-22     | Discuss student topics;  
|         |               | - Paraphrasing properly (and improperly)  
|         |               | - How to prepare Annotated Notes | Turabian, Ch 5  
|         |               |               | Storey, Ch 7-8 | Due next week: Subject Focus and Annotated Notes  
| Week 6  | Feb 27-March 1| Discuss:  
|         |               | - students to discuss their topics and sources (bring notes to meetings) | Storey, Ch 6-7 | Wed: Subject Focus and Annotated Notes due  
|         |               |               |                     | See instructions for Proposed Thesis and Defense (due after break)  

**Notes:**
- **Week 1:** Introduction to Historical Skills.
- **Week 2:** Focus on what is History, approaches, conceptual questions, types of historical analysis.
- **Week 3:** Framing a question, analyzing an article's argument and structure, introduction to primary and secondary sources.
- **Week 4:** Framing an argument, student topics, sources, collecting sources.
- **Week 5:** Discussing student topics, paraphrasing, preparing annotated notes.
- **Week 6:** Discussing topics and sources, subject focus and annotated notes.
| Week 7  
March 6-8 | Discuss  
- students to discuss topics and sources (bring notes to meetings) | Review Turabian Ch 15-17 |
|---|---|---|
| Week 8  
March 13-15 | In-Class Progress discussion  
(bring notes to meetings)  
- Discuss upcoming assignment | Due after Break: Proposed Thesis and Defense |
| Spring Break | Research, research, research | Work on Proposed Thesis and Defense |
| Week 9  
March 27-29 | Class Meeting, then Individual Meetings (bring notes to meetings)  
- purpose and function of writing article review  
Research, research, research | Monday: Proposed Thesis and Defense (footnoted with Bibliography) Due (instructions are on line)  
Download article for review; Article Review is due in two weeks; instructions are on-line. |
| Week 10  
April 3-5 | Class Meeting, then individual discussions (Bring notes to meeting)  
- Improving writing Techniques  
- Research, research, research | Wed: Writing Lecture – print copy from web page to follow along. |
| Week 11  
April 10-12 | Class Meeting, then Individual discussions (bring notes to meetings);  
- discuss article review  
- Research, research, research | Wed: Article Review due (instructions on line)  
See on-line instructions for “Outline for Final Thesis and Defenses” and for “Abstract” both are due on the same day in two weeks |
| Week 12  
April 17-19 | Class Meeting, then individual discussions (bring notes)  
Research, Develop Outline | Storey, Ch 5, 6 |
| Week 13  
April 24-26 | Class Meeting, then individual discussions (bring notes)  
Research, Research, Research | Storey, Ch 7-8  
Wed: “Outline for Final Thesis and Defenses” and “Abstract” Due (instructions on line)  
| Week 14  
May 1-3 | Class Meeting, then individual discussions (bring notes)  
Write, write, write | Storey, Ch 9 |
| Week 15  
May 8-10 | Class Meeting, then individual discussions (bring notes)  
- Edit, edit, edit .  
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| Week 16  
May 15, 1-4 | Final Research Paper Due | Final Research Paper  
Monday, May 15, between 3-4 PM |