History H217/The Nature of History/Fall 2012/Dr. Morgan
Office: CA 504N
Office Hours: Tuesday and Thursday 10:30-11:30 and by appointment
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Required Texts:
Other readings on Oncourse.
The instructor can modify this syllabus at any time.

Course Description: This course is an introduction to the study of history. Readings and discussion will explore traditional and nontraditional sources that historians use to construct interpretive narratives.

Course Objectives: As a result of this course students will be able to discuss the evolution of the historical profession, look at the growth of specialized areas of historical research, understand the use of historical methods and how historians “do history,” understand how historians interpret the past, and analyze the uses and misuses of history. Students will also demonstrate their mastery of basic historical research methodology. Students will focus on history as not a mere recitation of facts, but rather as an explanation of the past that may be revised over time as more facts are discovered, new methods are introduced, or new questions are asked. Students will also relate these objectives to the IUPUI Principles of Undergraduate Learning which can be found at www.iupui.edu/~history/principlesundergradlearning.htm. We are especially concerned with those listed as “understanding society and culture” and “core communication and quantitative skills.” We will discuss these on the first day of class.

Attendance: Attendance is crucial for a class which meets once each week. Attendance is required. Attendance will be used to help determine borderline grades at the end of the semester.

Classroom Procedures: Please arrive on time. If you must arrive late, please enter the room as quietly as possible. Please turn off all cell phones or place them on vibrate for the duration of the class. Please remove all earphones. Note taking and listening are important life skills, therefore no tape recorders are allowed in the classroom without special permission. The goal during our discussions is to engage in civil academic debate. No laptop computers are allowed without a request from AES.
Cheating and plagiarism: Don’t do it. You will earn a zero on the work in question. We will discuss plagiarism on the first day of class. The IUPUI student code of conduct pertaining to this matter is found at http://life.iupui.edu/help/code.asp.

Services available to students: Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241. Visit //aes.iupui.edu/ for more information. The Student Advocate Office can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. It is found at Campus Center Room 350 or at stuadvoc@iupui.edu.

Assignments: Students will complete 6 short in-class quizzes on chapters from After the Fact and the readings on Oncourse. The study guides for those quizzes are part of this syllabus. Students will also complete a short paper on History Wars, a museum review, and a primary source project.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Museum Review</td>
<td>100</td>
</tr>
<tr>
<td>Primary Source Project</td>
<td>300</td>
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<tr>
<td>History Wars</td>
<td>100</td>
</tr>
<tr>
<td>6 quizzes @ 50</td>
<td>300</td>
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<tr>
<td>Total Points</td>
<td>800</td>
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Grading Scale: 800-774 = A+; 773-748 = A; 747-720 = A−; 719-693 = B+; 692-667 = B; 666-640 = B−; 639-613 = C+; 612-587 = C; 586-560 = C−; 559-533 = D+; 532-507 = D; 506-480 = D−; 479 and under = F.

Makeup quizzes are strongly discouraged. Makeup quizzes WILL NOT be taken from the study guide. No makeup will be given without documentation proving an extreme emergency. Documentation includes doctors’ forms, funeral notices, accident reports, and similar verifiable papers. The instructor reserves the right to refuse to grant a makeup if the documentation is not presented or is deemed invalid. If a makeup quiz is approved it must be completed within one week of the original quiz. Incompletes are almost never given. According to the School of Liberal Arts, incompletes can be granted only if 75% of the required work is completed with a passing grade. Under these rules, only very rarely does anyone qualify for the grade of incomplete.

Schedule of Assignments:
August 21: Introduction to the Course/History and Historians

August 28: Sources
Read: ATF Prologue and Chapter 4
Quiz

September 4: Sources
Read: ATF Chapter 8 and 12
Quiz
Distribution of primary sources

September 11: Material Culture
   Read: ATF Chapter 5
   Quiz

September 18: Individual meetings on your projects
   Source analysis sheet due at the meeting

September 25: Where the Sources Are
   Tours of the Indiana Historical Society and the State Library
   Meet at the State Library

October 2: History in the Classroom
   Read: To page 175 from History on Trial found on Oncourse
   Quiz

October 9: History in the Classroom—History Standards
   Read and be ready to discuss: Chapter from Historical Thinking and pp.
   175-79 from History on Trial on Oncourse
   Annotated list of monographs and journal articles due

October 16: FALL BREAK

October 23: Visit the Eli Lilly Civil War Museum (closed on Tuesday) to do
   review—done on your own time
   Document memo due at my office by 3 p.m.

October 30: Public History
   Read: Excerpt from The Shoemaker and the Tea Party and “Canaries in
   the Mine” on Oncourse and be prepared to discuss
   Museum Review Due

November 6: Public History
   Read: History Wars and be prepared to discuss

November 13: Public History
   Short paper due on History Wars

November 20: Public History

November 27: Technology and History
   Read: ATF Chapters 9 and 16
   Quiz
December 4: Technology and History
Read: ATF Chapters 14 and 17
Quiz

NO FINAL EXAM

Study Guides for Quizzes
August 28: Prologue and Chapter 4: How did historians investigate what happened to Silas Deane? How does the careful analysis of available documents reveal more accurate information about how the Declaration of Independence was written?

September 4: Chapters 8 and 12: Describe the difficulties and promises of oral history. What does census data tell us about the Great Depression?

September 11: Chapter 5: How does material culture tell us about the lives of everyday Americans? Give specific examples.

October 2: Briefly trace the evolution of historical writing/scholarship

November 27: Chapters 9 and 16: Discuss how photographs and audio tapes are not the unbiased sources they first appear to be.

December 4: Chapters 14 and 17: Using examples from these chapters discuss how TV and motion pictures can and cannot be used by historians in their work.

Short Paper Assignment
Your papers will be 4-5 pages in length (you may write a longer paper if you wish), typed, double-spaced, with one-inch margins on sides of the paper. Use 12 point font—no larger or smaller. Papers are due at the beginning of class. Five points will be deducted for each calendar day a paper is late. No electronic submissions allowed. Use footnotes following the Chicago Manual of Style. Points will be deducted for not using the Manual of Style. Paper is due November 13.

Read History Wars omitting chapters 4, 7, and 8. One historian has stated that during the Enola Gay controversy, “it was the veterans’ groups, not historians, who were adding new baggage to the events of 1945—and stripping them of the load they had once carried. Seeing only a morally simple decision to end the war and save American lives, they wrote off much of what had shaped that decision.” In your paper, describe the controversy as a whole and then argue whether or not you agree with this statement and why. Be sure to use specific evidence from the book.

Museum/Exhibit Evaluation
(Thank you to Dr. David Vanderstel for sharing his version of this assignment.)

Museums present and interpret their collections for a visiting public and, as such, are a key form of public education. In recent decades, there has been increased emphasis placed on the need for informed criticism and assessment of exhibitions/museums, both
as a way of scrutinizing the practice and as a way of assessing the scholarly and educational content of the museum. Please read the selection on Oncourse from *Teaching History with Museums* before completing this project.

Your assignment is to prepare a review of the Eli Lilly Civil War museum housed inside the base of the Soldiers and Sailors monument. Reviews are critical evaluations of a museum’s key organizing principles (theme, technique of presentation, types of artifacts used) and the scholarly and educational benefits of the museum. In your review, you must include:

1. Name and location
2. Approximate size, however you want to estimate it
3. Describe the theme/thesis/purpose/intent
4. Describe the layout: How is it organized? What is its flow—topical, thematic, chronological? Does it include multiple forms of media and presentations?
5. A critique: Note what is useful about the artifacts and the design and/or method of presentation. You may indeed be critical of its content and design. Does this museum present a possible cause(s) for the Civil War, or does it just present the war? If a cause is posited, what is it?
6. An assessment of the audience for which it is designed. Is it useful to audiences of diverse backgrounds and ages? Is it limited in its appeal? To whom?
7. Remarks about the overall value of the institution, the topic, and its audiences. Feel free to offer suggestions on how to improve the presentation and/or interpretation.

Papers should be at least 4 pages in length (longer if you feel it is necessary), typed, double-spaced, and have one-inch margins on all sides of the paper. Use 12 point font—no larger or smaller. Late papers will lose 5 points for each calendar day it is late. No electronic submissions allowed. Please take a photo of yourself outside the museum and send it to me or attach it to this assignment as proof of your visit. I will not grade the assignment without the photo. Paper is due October 30.

**Primary Source Project**

This project will be divided into three parts and each is worth 100 points for a total of 300 points for this assignment. The goals of this project are to introduce you to primary sources and to scholarly literature. Most historical writing starts with either an interesting source or an interesting question that leads to sources. For the sake of time, in this class you will start with a source.

Section 1. Primary source analysis.
I will randomly distribute primary sources in class. That will be the basis for the rest of your work for this project. Your first requirement will be to complete a primary source analysis sheet which I will also distribute in class that same day. This section is worth 100 points.
Section 2. Annotated bibliography of secondary sources both monographs and scholarly articles. You are required to find three secondary monographs and three scholarly journal articles that pertain to the question you will decide to pursue at our individual meetings. An example of an annotated bibliography will be distributed in class. We will also discuss how to find monographs and scholarly articles. This part of the project is worth 100 points.

Section 3. Document memo. Based on an assignment by Rebecca Tannenbaum
Imagine you are a research assistant to the editor of a textbook. Your task is to decide whether certain primary sources should be included in the newest edition of the book. Write a 3-4 page memo to your boss explaining why your primary source should be included. The memo should include the following:

a. A full description of the source: where it was found and what it is
b. A brief synopsis of the content of the source
c. A discussion of the larger context of the source. This discussion might include factors such as: recent events which influenced its creation, the audience for which the source was written or otherwise created, even the racial and class status of the author or creator. These factors will vary depending on the source.
d. The important historical themes of the source or how the source could be used in a classroom. In other words, it is up to you to say how this is valuable. You might think of an assignment for which you would use it.
e. If the source is to be used you should also include a set of “questions for discussion” for use by professors and TAs who will use the textbook (in other words, a set of potential discussion topics this document generates).

All of these are due in class at the dates listed on the syllabus. A late assignment will lose 5 points for every calendar day it is late.