

***History 300, Section 006***  
***The Historian's Craft***  
***TTh 5:30-6:45 pm***

***CONTACT INFORMATION***

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***COURSE GOALS:***

The Historian's Craft is designed to introduce sophomore and junior History majors to the practice of historical research and writing. As such, it has both broad and specific goals for all students:

- To learn to pose intelligent, innovative, and achievable research questions.
- To learn to locate primary and secondary source materials.
- To learn to choose the most effective materials for your research.
- To learn to recognize and evaluate historical arguments made by scholars and found through various sources—the internet, articles, books, etc.
- To learn to organize your materials and evaluate when you have sufficient sources to answer your question.
- To learn to work through the steps in persuasively and clearly communicating your research. Some of these techniques are mechanical (footnoting, writing conventions), while others are strategic (organizing an essay, emphasizing an argument).
- To become familiar with the diverse topics for historical study and the methods used to analyze these topics.

***READING MATERIALS:***

The following books should be purchased. They are available locally at the Addams, Russell House, and South Carolina bookstores:

- Jenny L. Presnell. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2006. (ISBN 0-19-517651-0)
- William Kelleher Storey. *Writing History: A Guide for Students*. **2nd edition**. New York: Oxford University Press, 2004 (ISBN 0-19-516609-4)
- William Strunk, Jr., and E.B. White. *The Elements of Style*. **4th edition**. New York: Longman, 1999. (ISBN 0-205-30902-X)

**Be sure** to get the correct edition and/or publisher, because other editions may have different page numbers and contents.

- There will also be a reader for this course which will be available at Copy Pickup. Copy Pickup is located at 1830 Rosewood Dr. (799-2679). Opening hours are generally 9-5, although they usually have expanded (8-6) hours the first two weeks of term.

You will also be asked to provide copies of your papers and other materials during the term, so be prepared for some xeroxing expenses.

## Course Policies

- Assignments:**
- All assignments are due at the beginning of class and will be considered late if they are handed in at any time after that. Late papers will be penalized 10% of the possible points for every 24 hours they are late (50 points becomes 45, etc.). Papers handed in 72 hours late or more will lose half of their possible points (50 points becomes 25, etc.).
  - Guidelines for papers and other work will be on assignment sheets, which will be distributed in class approximately one week before an assignment is due. (Yet another reason to attend regularly!) Follow those guidelines exactly, or your assignment will be considered late or incomplete.
  - If you need an assignment early, you must contact me well in advance of when the assignment is due (generally over a week ahead of time).
  - All assignments must be in hard copy, and only the worksheets may be handwritten. As in all upper-level history classes, your papers must be typed and double-spaced with at least one inch margins and page numbers. Papers must also be stapled together—no folded corners and loose pages! Your final paper must have a cover sheet, but for the other papers your name, assignment title, and the date at the top of the first page is sufficient. Please do not use plastic covers on your papers. No email assignments will be accepted except in unusual circumstances and with my advance permission.
  - You should also make a second copy of all assignments. Papers will be discussed in class the days that they are due, and if you have a copy you have specific examples you can use. Also, if assignments are lost, it is your responsibility to have a backup, and the second copy will work as one.
- Attendance:**
- Regular and punctual attendance is expected, as is attentiveness. Both attendance and participation are essential to the learning process, especially during discussions. For that reason, attendance will be taken regularly. Even if you don't see me calling role, I do mark it down in the gradebook after class.
  - University regulations state that “absence from more than 10% of the scheduled class sessions whether excused or unexcused is excessive” and will damage your grade. In the case of this class, where we have less than 30 class meetings, 10% will equal more than 3 absences. For this reason, each absence counts against your participation grade, and each late counts as 1/3 of an absence. While missing 1 class will not substantially affect your grade, 3 or more will. Attendance in this case means arriving on time, remaining attentive, and staying for the entire period.
  - Students with 4 or 5 absences will have their grade lowered by one-half of a letter grade; with 6 or 7 absences, the grade will be lowered by a full letter. 8 or 9 absences will have their grade lowered two letters. Students missing more than 9 classes will automatically fail the course. Save up your absences so that you can use them for school activities or illness.

- In case of emergency, be sure to contact me **as soon as possible**, and if you will be absent for a school project or family emergency you must bring documentation supporting your absence and notify me **before** the days you are absent from class. My office phone number has voice mail, you can send me an email, or you can call the History Dept. (777-5195); in other words, there are LOTS of ways to contact me even if I'm not in my office. Notifying me after an absence of a week or two generally leaves me with few options, especially given the College of Liberal Arts' attendance policy which I am required to enforce. In addition, repeated absences will hurt your grade in any circumstance, because you will be unable to participate in class discussions and will not benefit from those discussions and lectures. Repeated absences prevent you from fulfilling class requirements!

**Contacting Me:** • Students are welcome to call my office, come to my office hours, make additional appointments, or send me email. Do realize, however, that I can ONLY guarantee to be in my office and to get ANY sort of messages during my office hours. For example, if you email me Thursday at 5 p.m., I probably won't read it until right before class on Tuesday--that is, during the first office hours after you sent the message. Please plan your contacts accordingly, and be aware that systems and servers do crash. It is your responsibility to make sure messages reach us in a timely manner.

**Extra Credit:** There is no extra credit!

**Grading:** The class is graded on a point scale, with 1000 points possible. Each assignment will be worth the following points:

300	Final paper
200	Analyzing sources essays (50 points each)
100	Draft of final paper
50	Annotated bibliography of final paper
100	Outline of final paper
150	Smaller assignments:
	<i>5 possible research topics</i> (25 points)
	<i>Thomas Cooper Library worksheet</i> (25 points)
	<i>Analysis of a website</i> (25 points)
	<i>Special collections research</i> (25 points)
	<i>Paper comment forms</i> (50 points)
100	class participation. This includes attendance, participation, and other assignments.

- **All assignments must be completed in order to pass the class!**
- The papers, mid-term, and final will be graded by assigning points, and I generally also give you the equivalent letter grade: A, B, etc. Everything under class participation will be marked on a +, √, or - system. In this case an average of + will raise the final grade, of √ will leave it the same and of - will bring it down.
- Although your syllabus lists all of the main class assignments, I may assign additional work in class if I feel it is necessary. As these assignments will be made

during lectures, it's yet another reason why attendance is so important. (Being absent is not considered a valid excuse for missing an assignment.)

- If your work has improved over the term, the final grade will reflect that improvement.

**Web Site:**

- There will be a web site for this course at [www.cla.sc.edu/hist/faculty/edwardsk/hist300.html](http://www.cla.sc.edu/hist/faculty/edwardsk/hist300.html). On it you will be able to find this syllabus, assignments, very basic class outlines (when appropriate), and links to supplementary materials (when available). While not every handout from lectures can be included, you should be able to access most supplemental materials. Materials will generally be posted AFTER the relevant class meeting, and delays may be as long as a week. In other words, using the web site does NOT replace class attendance.
- You can access this site through the World Wide Web and various computer centers on campus. There is even a College of Arts and Sciences' computer lab on the Lower Level of Gambrell that has both Mac and Wintel machines. We strongly urge students to make use of this site and to give us feedback on their experience with it.
- NOTE, however, that the **lecture does NOT have a Blackboard site**. You must use the URL given above or go through the History department website in order to get to the class materials. Your best bet is to bookmark our class homepage.
- Students are also required to check their USC emailboxes regularly as announcements and other class materials may be sent there. IF you use another email account more frequently, you can set up your USC account to forward messages to this other account. Contact the Computer Services Division (CSD) if you have any questions about how to set up your email account and/or the forwarding service.

*A final word:*

**Academic Integrity**

The History Department adheres to the guidelines on academic integrity outlined in the Student Conduct Code of the College of Arts and Sciences. Cheating and plagiarism will be reported to the Dean of Arts and Sciences and penalized in accord with the penalties and procedures indicated in the Code. All students are responsible for familiarizing themselves with the definitions of plagiarism and cheating. In particular, all work in this class must be the student's own. Large quotations and near paraphrasing of other authors, **even when footnoted**, count as plagiarism, as does material submitted for this class that was prepared for or covered in another class, material taken from web sites, and material taken from another student's work.

## SYLLABUS

The following syllabus is a general overview of class topics and due dates for major assignments. The first line for each class meeting announces the topic for the day. *The line in italics tells the readings for that day.* Please bring the books used for the day's reading to class on that day. **Boldface indicates the date of a major assignment or test.** Other assignments and information about the reading will be announced in lecture or in section. For these reasons, attendance is essential; "I wasn't in class" will NOT be accepted as an excuse.

Jan. 16 (week 1)      Setting up the course. Drawing for final projects.

Jan. 18                      What is history? What is a department of History?  
*Presnell, chpt. 1; Storey, chpt. 1*  
**5 possible research topics**

Jan. 23 (week 2)      The sources of history: taking notes and assessing a document  
*Presnell, chpt. 2*

Jan. 25                      How to read a secondary source  
*Reader: Lauren R. Sklaroff, "Variety for the Servicemen"*  
**Analysis of a secondary source**

**\*\*Before the January 30th class meeting, all students must go to the Liberal Arts Computing Center Help Desk to find out how to log on for our class meetings on January 30 and February 1.**

Jan. 30 (week 3)      Thomas Cooper Library and USC's other library resources  
Meet in 150 Gambrell  
*Presnell, chpts. 3 & 4 (review chpt. 2, also)*

Feb. 1                        Evaluating online sources  
Meet in 150 Gambrell  
*Presnell, chpt. 7*

Feb. 6 (week 4)      How to review a source  
*Storey, chpt. 2; Reader: Michael Scardaville, "Justice by Paperwork"*  
**Thomas Cooper Library worksheet AND analysis of a website worksheet**

Feb. 8                        Taking notes from sources  
*Storey, chpt. 3*  
**Analysis of a source**

**\*\*Tutorials required with Dr. Edwards during week 5. An appointment sheet will be posted outside Dr. Edwards' door as of February 6.**

- Feb. 13 (week 5) Finding and evaluating primary sources  
*Presnell, chpt. 6; Storey, chpts. 5 & 6*
- Feb. 15 Analyzing a primary source  
*Reader: Daniel Boone*  
**Analysis of a source**
- Feb. 20 (week 6) Resolving contradictions in sources  
*Presnell, chpt. 5; Storey, chpt. 4; Reader: 2 opposing perspectives*  
**Primary source worksheet**
- Feb. 22 Analyzing a primary source  
*Reader: The History of the Apparition of a Ghost*  
**Analysis of a source**
- Feb. 27 (week 7) Outlining a paper & developing a thesis  
**Annotated bibliography for final paper**
- March 1 Preparing footnotes and understanding plagiarism  
*Reader: abbreviated guide to footnotes & bibliographies*
- March 6 (week 8) **No class; work on your outline**
- March 8 **No class; work on your outline.**
- March 11-18 Spring Break**
- March 20 (week 9) Integrating primary and secondary sources  
*Reader: From Outline to Paper*  
**Outline of final paper**
- March 22 Structuring a paper: pulling together paragraphs
- \*\*Tutorials required with Dr. Edwards during week 10. An appointment sheet will be posted outside Dr. Edwards' door as of March 20.**
- March 27 (week 10) Structuring a paper: the elements of style 1  
*Strunk & White, chpt. 1*  
**Final bibliography**
- March 29 Structuring a paper: the elements of style 2  
*Storey, chpt. 8; Strunk & White, chpts. 2 & 3*
- April 3 (week 11) Structuring a paper: the elements of style 3  
*Storey, chpt. 9; Strunk & White, chpt. 5*

- April 5                    **No class; work on your paper**
- April 10 (week 12)      Evaluating draft work  
                                 *Storey, chpt. 10*  
**Draft of paper. Bring a copy for every member of your research group and Dr. Edwards**
- April 12                    Group discussion of papers  
**Paper comment forms. Bring two copies, one for the person who wrote the paper and a second for Dr. Edwards.**
- April 17 (week 13)      Filling in research gaps
- April 19                    Filling in research gaps
- April 24 (week 14)      **No class; work on your paper**  
**(I will have office hours during our class meeting time.)**
- April 26                    Evaluating the research experience  
**Final paper due at the beginning of class**