

**HISTORY 390
INTRODUCTION TO HISTORIOGRAPHY
SPRING SEMESTER 2022**

Dr. Stephen McIntyre

Strong Hall 421

836-5920

StephenMcIntyre@MissouriState.edu

Office Hours (only via Zoom): Friday, 2-5 p. m. and by appointment

Office Hours and Appointments Procedures

I will be holding office hours and appointments only via Zoom this semester. To arrange a Zoom meeting during my office hours, email me during those hours and indicate you would like to have a Zoom meeting. I should reply within a few minutes by sending an email with a hyperlink for the Zoom meeting. If you do not receive a reply within a few minutes, it is likely that I am meeting with another student during my office hours. I will reply as soon as possible. I am also happy to make appointments for Zoom meetings at other times. Email me and request an appointment for a time other than office hours.

Email Procedures

When you send an email to me, please indicate the class (HST 390) in which you are enrolled. If you email during the week, you can expect that I will answer within 24 hours (unless you email during office hours, as noted above). If you email over the weekend, it may be Monday before I respond. I prefer email communications over telephone calls. You are welcome to try reaching me via phone, but if I don't answer I suggest sending an email rather than leaving a voicemail.

Course Description

This course is designed to introduce students to the nature of history as an academic discipline. It will examine the history of modern historical writing, the theories and methods historians use in their research and writing, and the development of different fields of history.

Course Objectives

By the end of the semester students should:

1. acquire a general knowledge of the development of history as a field of study.
2. understand how to analyze primary historical sources.
3. be able to distinguish among different fields of historical study.
4. understand the variety of theoretical and methodological influences on historians.
5. appreciate that history involves interpretation and that historians often disagree.
6. become more critical readers and practitioners of history.

Required Books and Other Readings

- John Tosh, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History* (Seventh Edition)
- Articles and documents detailed in the course outline.

Technology

The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class.

Computer Requirements:

For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website.

Blackboard:

Blackboard will be used for our course. I will use the announcements tool to post information about the course as the semester progresses. The syllabus, discussion questions, study guides, assignments, and other "handouts" will be posted on Blackboard. Some course assessments may be submitted through Blackboard. Those details will be provided in class and via announcements. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. Grades posted in Blackboard will represent only raw scores on exams, quizzes, and assignments, not their percentage weighting in the course. I will make final course grade determinations manually after weighting each grade as specified in the course syllabus. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base.

Blackboard Ally:

To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Next to your course files, you'll find an icon for a dropdown menu. Simply click the icon and select "Alternative Formats." You'll see a list of options from which to choose. Download speed will depend on the size file.

Depending on the type of document, you may find some or all of the options below available:

- An OCR'd PDF which is used to improve the text of scanned documents
- A Tagged PDF with improved navigation, especially if you use a screen reader
- An HTML version that will be adjust text for your mobile devices
- An ePub version if you use an eReader or tablet
- An Electronic Braille version if you're a braille reader
- An audio version for listening to an MP3
- BeeLine Reader used to add a color gradient technique to enhance focus and increase reading speeds

Explore the [Accessibility website](#) to learn about ways we are working to improve accessibility at MSU.

Course Requirements

Class Participation

Most of our time in class will be spent discussing assigned readings. Consequently, it is important that you come to class regularly and do the assigned reading carefully and as scheduled. I may call on those students who do not volunteer during discussions so that everyone has an opportunity to participate. I will maintain detailed records of class participation which evaluate both the quantity and quality of your contributions. I will use these records to assign a grade for class participation at the end of the semester. Students who wish to receive a high grade for class participation will contribute regularly and in an informed manner to our discussions. I reserve the right to administer pop quizzes covering the readings in *The Pursuit of History* as well as other online readings (not including journal articles which will have their own quizzes). Results of such pop quizzes may affect your class participation grade.

Objective Exams (on Blackboard)

I will administer a midterm and final objective exam via Blackboard. Students will complete these objective exams outside of class time. (The final objective exam is not comprehensive). Objective exams will consist of mostly multiple-choice questions and be administered over a several-day window on Blackboard. The objective exams will be open-note and open-book exams. You may not, however, receive any assistance from other students or individuals while taking the exam. I will provide more details on the study guide you will receive at least one week prior to each exam.

Essay Exams (in class)

I will administer a midterm and final essay exam in class. (The final essay exam is not comprehensive). Students must use a blue book for the essay exam or they will be penalized 10 points. I will provide a study guide with possible essay topics at least one week prior to the exam. The date for the midterm exam will also be announced at least one week prior to the exam. The time for the final essay exam is the regularly scheduled final examination period. Essay exams will be closed-note, closed-book exams.

Primary Source Analysis

Students will complete a guided written assignment analyzing primary sources dealing with the Montgomery Bus Boycott.

Article Quizzes

I will administer a short, objective quiz covering each journal article assigned. Quizzes will be administered via Blackboard and must be completed before class discussion of the article. Quiz dates will be announced in class and via Blackboard announcements.

Points

Class Participation	70 points
Midterm Blackboard Objective Exam	50 points
Midterm In-Class Essay Exam	50 points
Final Blackboard Objective Exam	50 points
Final In-Class Essay Exam	50 points
Primary Source Analysis	40 points
Article Quizzes	40 points
(5 quizzes @ 10 points, but low quiz score will be dropped)	

Grading Scale

I will use plus-minus grading when assigning final grades in the class. Below is the point grading scale I will use:

A = 322-350	B = 290-303	C = 255-268	D = 210-233
A- = 315-321	B- = 280-289	C- = 245-254	F = 0-209
B+ = 304-314	C+ = 269-279	D+ = 234-244	

Pandemic Plans

It is possible that due to the pandemic (or other unforeseen circumstances) we may have to switch this class to a virtual format at some point. If this happens, it will hopefully only be for a short period of time. If such a change becomes necessary, this is how we will conduct the course:

Class discussion: We will discuss assigned course readings via Zoom at our regular class time. Attendance at these Zoom sessions will be required and class participation points will still be awarded. If this becomes necessary, I will provide a Zoom link and more information about how we will conduct the class.

Assessments: Objective exams and article quizzes are already scheduled to be administered via Blackboard. If our seated class is not able to meet in the classroom, I will also administer the essay exam(s) via Blackboard and you will submit your primary source analysis assignment via Blackboard.

Announcements: I will make announcements regarding the course via Blackboard/email. You should always check for such announcements regularly, but if we switch to a virtual format you are required to check for such announcements daily.

Course Policies

Attendance

I expect you to attend all class meetings unless you have an excusable reason for an absence. Most students find course material difficult to understand without the benefit of class discussions. I will maintain attendance records for the class, but I will not penalize students directly for poor attendance. Students with poor attendance should expect, however, to perform poorly on exams and assignments and likely will receive a low grade for class participation.

Makeup Exams and Late Work

Students who miss an exam or assignment due date because of an excused absence may make up the exam or turn in the essay/assignment late without penalty. I will determine what constitutes an excused absence. (Usually excused absences include illness, required COVID isolation or quarantine, family emergencies, or unavoidable work conflicts.) Makeup objective exams will be entirely essay/short answer (no multiple choice). I will require documentation to consider an absence from an exam or assignment due date as excused unless it is COVID related. COVID related absences do not require documentation. Students who cannot document non-COVID related absences as excused may still make up missed exams or turn in assignments late. As a penalty, exam scores will be reduced by twenty percent and assignment scores reduced by ten percent for each day that the essay/assignment is late. There are no makeups for missed pop quizzes or article quizzes. You may drop your low article quiz score, so if you miss an article quiz, that will be your dropped quiz score.

University Policies

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible.

As a student at Missouri State University, you are a part of the university community. Therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. You may follow the link in this syllabus or on the Blackboard course page to locate these university policies.

Academic Dishonesty

I will follow all university procedures for dealing with academic dishonesty. I will provide information on each assignment about expectations regarding academic integrity. In general, you are not allowed to assist other students with out-of-class assignments or use notes during in-class quizzes and exams (unless allowed by the instructor), or plagiarize from assigned course readings or other written materials, whether printed or online. Any case of academic dishonesty will result in assignment of a failing grade on the assignment and possibly in the course, depending on the severity of the infraction. If a failing grade is assigned in the course it may be an XF grade, indicating academic dishonesty. If you engage in academic dishonesty, you may also be subject to disciplinary action by the university.

Course Outline

This is an outline of the course material and assigned readings. We will progress through the course material in the order listed unless I announce changes in class. Because this is a discussion-based class it is difficult to provide an exact schedule for the class. Reading assignments will be announced in class on a daily basis. All reading assigned for a particular day should be completed before coming to class. The date for the article quizzes, assignments and midterm exam will be announced in class and/or via Blackboard. Check your email and Blackboard daily.

Unit 1: Introduction to History as a Discipline

1. What Is History?

Reading: Tosh, Preface and Chapters 1

2. Why Study History?

Reading: Tosh, Chapter 2

3. Traditional Fields of History

Reading: Tosh, Chapter 3

4. Defining and Locating Primary Sources

Reading: Tosh, Chapter 4

5. Using Primary Sources

Reading: Tosh, Chapter 5

Historical Thinking Chart, Stanford History Education Group website (you will need to create a free account on this website to use the material):

<https://sheg.stanford.edu/history-lessons/historical-thinking-chart>

Primary source documents on the Montgomery Bus Boycott on the Historical Thinking Matters website:

<http://historicalthinkingmatters.org/rosaparks/>

Assignment: Primary Source Analysis

6. The Writing of History

Reading: Tosh, Chapter 6

MIDTERM EXAM (Dates for online objective and in-class essay midterm exams will be announced at least one week prior to exam dates.)

Unit 2: Deeper into the Discipline

1. The Nature of Historical Knowledge

Reading: Tosh, Chapter 7

2. The Use of Theory in History

Reading: Tosh, Chapter 8

David Montgomery, "The Shuttle and the Cross: Weavers and Artisans in the Kensington Riots of 1844," *Journal of Social History* 5 (Summer 1972): 411-446. [available electronically via Meyer Library]

3. Cultural History and the Cultural Turn

Reading: Tosh, Chapter 9

Susan Davis, "'Making Night Hideous': Christmas Revelry and Public Order in Nineteenth-Century Philadelphia," *American Quarterly* 34 (Summer 1982): 185-199. [available electronically via Meyer Library]

4. Women's History/Gender History

Reading: Tosh, Chapter 10, pp. 229-39

Maureen A. Flanagan, "Gender and Urban Political Reform: The City Club and the Woman's City Club of Chicago in the Progressive Era," *American Historical Review* 95 (October 1990): 1032-1050. [available electronically via Meyer Library]

5. Postcolonial History

Reading: Tosh, Chapter 10, pp. 239-51

Robin Kelley, "'We Are Not What We Seem': Rethinking Black Working-Class Opposition in the Jim Crow South," *Journal of American History* 80 (June 1993): 75-112. [available electronically via Meyer Library]

6. Memory and Oral History

Reading: Tosh, Chapter 11

John Bodnar, "Power and Memory in Oral History: Workers and Managers at Studebaker," *Journal of American History* 75 (March 1989): 1201-1221. [available electronically via Meyer Library]

7. Public History

Reading: Tosh, Chapter 12

FINAL ONLINE OBJECTIVE EXAM: Dates TBA at least one week prior to exam.

FINAL ESSAY EXAM: Wednesday, May 18, 8:45-10:45 a. m.