

**HIST 3300-110, CRN 80084, Historian's Craft**  
**Fall 2017**  
**Texas A&M University–Central Texas**

**HIST 3300-110 – M 6:00-8:45 pm, FH 211**

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: Dr. Gene Rhea Tucker**

**Office: N/A**

**Phone: (254) 519-5441 (College of Arts and Sciences)**

**E-mail: [gene.tucker@tamuct.edu](mailto:gene.tucker@tamuct.edu)**

### **Office Hours:**

By appointment (as an adjunct, I have no real office at TAMUCT, but I will be readily available before and after class)

### **MODE OF INSTRUCTION AND COURSE ACCESS**

Texas A&M University–Central Texas (TAMUCT) courses, even those that meet face-to-face, are web enhanced. Course material and many class assignments *must* be accessed and completed via TAMUCT's Canvas learning management system (known as "Canvas"); Canvas can be accessed at <https://tamuct.instructure.com>. Most of our classes will meet face-to-face each week. About half of your coursework will be done face-to-face in class and about half will be completed online through Canvas. TAMUCT has computer labs and computers for student use.

### **STUDENT-INSTRUCTOR INTERACTION**

Official communication is via your official Texas A&M University–Central Texas e-mail address, online via Canvas, and in-person in-class. It is the policy of the instructor to communicate sensitive information with students via e-mail only through an official TAMUCT e-mail address. If you send me a message through Canvas, my reply will go to your official TAMUCT e-mail address, so please check these places frequently for updates and information.

### **COURSE INFORMATION**

#### **Course Overview, Description, and Objectives**

HIST 3300. Historian's Craft. 3 Semester Credit Hours.

Introduces the study of history. Learn to think historically, understand how historians construct and write about the past, and critically evaluate historical arguments. Develop writing and research skills to interpret primary sources and master professional standards of presentation. Required for all history majors. Prerequisite(s) for upper level History courses, and must be taken during the first semester, open only to declared History majors or by consent of instructor.

This course is the gateway to the major in History. It introduces students to the practice and methods of the study of history. Students will learn (1) to think historically; (2) to understand how historians construct and write about the past through narratives, theory and analytical discussion; (3) to critically evaluate historical arguments and the material used to substantiate those arguments, including an introduction to the process of peer review; (4) to develop writing and research skills including the interpretation of primary sources; and (5) to master professional standards of presenting their findings.

**Student Learning Outcomes**

1. Demonstrate factual knowledge and an understanding of fundamental theories: Students will examine and evaluate the major issues related to the field of history.
2. Analyze and critically evaluate ideas, arguments, and points of view: Students will analyze and critically evaluate the conclusions of different historians concerning historical theory and method.
3. Apply course material to improve thinking, problem solving, and decision-making: Students will apply course material to improve thinking and decision-making.
4. Demonstrate specific skills, competencies, and points of view needed by professionals in the field most closely related to this course: As future professional historians, students will evaluate and write formal critical reviews of the work of other scholars.
5. Demonstrate skill in expressing themselves orally and in writing: Students will develop skills in written and/or oral communication.
6. Use required resources and find additional scholarly resources for answering questions or solving problems: Students will utilize the learning management system Blackboard, online library databases, books, journal articles, and other materials.

Students will demonstrate their ability, skills, and understanding in critical literature reviews, classroom discussions, primary source analysis, oral presentations, and a written research project.

**Required Reading and Textbooks**

Aside from the required textbooks listed below, additional reading material will be provided online through Canvas.

**Required Books**

- Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. 2nd ed. New York: Oxford University Press, 2013. ISBN 9780199926046
- Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Chicago: University of Chicago Press, 2013. ISBN 9780226816388
- Arnold, John. *History: A Very Short Introduction*. Oxford: Oxford University Press, 2000. ISBN 9780192853523
- Crisp, James E. *Sleuthing the Alamo: Davy Crockett's Last Stand and Other Mysteries of the Texas Revolution*. New York: Oxford University Press, 2005. ISBN 9780195163506

**COURSE REQUIREMENTS****Grading Policy**

The final average will be calculated based on the number of points received out of a total of 1000. The following point ranges correspond to the final grade for the course: 900 and above = A; 800-899 = B; 700-799 = C; 600-699 = D; below 600 = F. (On the percentage scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%.) The number of points will not be rounded up or down at the end of the semester.

Students may find their most current grades on Canvas. Since assignments have a written portion, it will take your professor some time to grade them after students submit them. So be patient. Once an assignment has been graded, the grade will appear in the gradebook on Canvas. Generally, written items will be graded within one week.

The instructor will not drop students who are otherwise in good standing but still academically failing the course. It is the personal responsibility of such students to work with their advisor/counselor to remove themselves from the course. Students will not indiscriminately receive incompletes in this course. Students caught cheating, copying, or plagiarizing in any way will automatically receive a failing grade of “F” for the course. Further sanctions may be pursued.

### Graded Assignments

Students will be graded and earn points for:

TEST 01a: A multiple question test (mostly short written paragraphs) that will cover *History: A Very Short Introduction*. It is designed to test both general knowledge and engage students to actively analyze and judge historical material and assess critical thinking and writing skills. This test is worth 75 points or 7.5% of the class grade. This test must be completed and submitted **before** the start of the class on the date it is due (see Course Calendar below). Any test submitted after class starts the day it is due will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

TEST 01b: A multiple question test (mostly short written paragraphs) that will cover plagiarism, the lecture material, assigned readings, and classroom discussions. It is designed to test both general knowledge and engage students to actively analyze and judge historical material and assess critical thinking and writing skills. This test is worth 25 points or 2.5% of the class grade. This test must be completed and submitted **before** the start of the class on the date it is due (see Course Calendar below). Any test submitted after class starts the day it is due will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

TEST 02: A multiple question test (mostly short written paragraphs) that will cover research sources, the lecture material, assigned readings, and classroom discussions. It is designed to test both general knowledge and engage students to actively analyze and judge historical material and assess critical thinking and writing skills. This test is worth 25 points or 2.5% of the class grade. This test must be completed and submitted **before** the start of the class on the date it is due (see Course Calendar below). Any test submitted after class starts the day it is due will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

TEST 03a: A multiple question test (mostly short written paragraphs) that will cover citation style, the lecture material, assigned readings, and classroom discussions. It is designed to test both general knowledge and engage students to actively analyze and judge historical material and assess critical thinking and writing skills. This test is worth 50 points or 5% of the class grade. This test must be completed and submitted **before** the start of the class on the date it is due (see Course Calendar below). Any test submitted after class starts the day it is due will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

TEST 03b: A multiple question test (mostly short written paragraphs) that will cover research topics, the lecture material, assigned readings, and classroom discussions. It is designed to test both general knowledge and engage students to actively analyze and judge historical material

and assess critical thinking and writing skills. This test is worth 25 points or 2.5% of the class grade. This test must be completed and submitted **before** the start of the class on the date it is due (see Course Calendar below). Any test submitted after class starts the day it is due will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

**PEER-REVIEWED ARTICLE REVIEW:** Students will analyze and review a peer-reviewed article they have found, judging its utility and worth as a secondary source. This source analysis is worth 50 points or 5% of the class grade. Further guidelines for the analysis are posted in Canvas. Analyses must be submitted through Canvas **before** the start of the class on the date it is due (see Course Calendar below). Any analysis turned in after class has started will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

**THESIS/DISSERTATION REVIEW:** Students will analyze and review one thesis or dissertation they have found, judging its utility and worth as a secondary source. This source analysis is worth 50 points or 5% of the class grade. Further guidelines for the analysis are posted in Canvas. Analyses must be submitted through Canvas **before** the start of the class on the date it is due (see Course Calendar below). Any analysis turned in after class has started will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

**MONOGRAPH REVIEW:** Students will analyze and review one secondary source book (a monograph) they have found, judging its utility and worth as a secondary source. This source analysis is worth 50 points or 5% of the class grade. Further guidelines for the analysis are posted in Canvas. Analyses must be submitted through Canvas **before** the start of the class on the date it is due (see Course Calendar below). Any analysis turned in after class has started will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

**TEST 07:** A multiple question test (mostly short written paragraphs) that will cover historiographies, the lecture material, assigned readings, and classroom discussions. It is designed to test both general knowledge and engage students to actively analyze and judge historical material and assess critical thinking and writing skills. This test is worth 25 points or 2.5% of the class grade. This test must be completed and submitted **before** the start of the class on the date it is due (see Course Calendar below). Any test submitted after class starts the day it is due will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

**ANNOTATED BIBLIOGRAPHY:** Students will turn in a draft annotated bibliography for the topic they plan to research. This assignment is worth 75 points or 7.5% of the class grade. Students will find at least five primary sources and twelve secondary sources (of various types) on their topic. Specific and further guidelines for the annotated bibliography are posted in Canvas. Annotated bibliographies must be submitted through Canvas **before** the start of the class on the date it is due (see Course Calendar below). Any bibliographies turned in after class has started will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

TEST 08: A multiple question test (mostly short written paragraphs) that will cover *Sleuthing the Alamo: Davy Crockett's Last Stand and Other Mysteries of the Texas Revolution*, the lecture material, assigned readings, and classroom discussions. It is designed to test both general knowledge and engage students to actively analyze and judge historical material and assess critical thinking and writing skills. This test is worth 75 points or 7.5% of the class grade. This test must be completed and submitted **before** the start of the class on the date it is due (see Course Calendar below). Any test submitted after class starts the day it is due will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

PRIMARY SOURCE ANALYSIS: Students will analyze one of the textual primary sources they have found, judging its utility and worth as a primary source. This source analysis is worth 50 points or 5% of the class grade. Further guidelines for the analysis are posted in Canvas. Analyses must be submitted through Canvas **before** the start of the class on the date it is due (see Course Calendar below). Any analysis turned in after class has started will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

“UNCOMMON PRIMARY SOURCE” ANALYSIS: Students will analyze one of the “uncommon sources” they have found, judging its utility and worth as a primary source. This source analysis is worth 50 points or 5% of the class grade. Further guidelines for the analysis are posted in Canvas. Analyses must be submitted through Canvas **before** the start of the class on the date it is due (see Course Calendar below). Any analysis turned in after class has started will be considered one day late and will lose 10% of its value; 10% of its value will be further deducted for each calendar day it is not turned in.

PRESENTATION: Students will present the subject, research, and findings of their historiographical essay in class. The presentation is worth 100 points and is 10% of the class grade. Students must present for 5-7 minutes and are encouraged to bring handouts and/or show a PowerPoint presentation to engage their peers. Students are encouraged to promote both understanding and discussion of their topic. If students do not present, for whatever reason, there is no opportunity for make-up credit or late credit.

RESEARCH PAPER: Students will turn in an 8-10 page research paper worth 200 points, or 20% of the class grade. You will analyze primary and secondary sources to create a historical argument. This history research paper will be judged on its research, scholarship, argumentation, and written mechanics (grammar, spelling, punctuation, etc.). Further guidelines for the research paper are posted in Canvas. This research paper must be submitted through Canvas **by 11:59 pm on the due date listed** (see Course Calendar below). After that date it will lose 10% of its value for each calendar day it is not turned in, until the last calendar day of the semester (see the TAMUCT academic calendar), as no assignments can be accepted after the last day of the semester.

CLASSROOM PARTICIPATION: Students will be judged and graded based on their participation in classroom discussion and activities. Classroom participation is worth 75 points and is 7.5% of the class grade. Students are expected to read the course material before class and listen intently to their instructor and peers so that they can contribute, critique, discuss, and demonstrate their historical knowledge in a courteous and scholarly manner. Mere attendance

and completion of other material does not constitute participation: history is a discursive discipline just as much as it is a written one. Although the format of classroom discussions is casual, you are being evaluated on the depth of knowledge you display and your mastery of the topics at hand. Simply expressing unsupported opinions will not meet the requirement. Attendance plays a major role in classroom participation.

### **TECHNOLOGY REQUIREMENTS AND SUPPORT**

Modern-day research methods are very technology dependent. You will be expected to do research online. You will be expected to submit and complete assignments on TAMUCT's Canvas learning management system (known as "Canvas"). (Canvas can be accessed at <https://tamuct.instructure.com>.) You must have reliable access to a computer and the internet. TAMUCT has computer labs and computers for student use.

#### **Technology Requirements**

This course will use the Texas A&M University–Central Texas Instructure Canvas learning management system.

Logon to Texas A&M University–Central Texas Canvas at <https://tamuct.instructure.com>

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

#### **Technology Support**

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week:

E-mail: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

Please let the support technician know you are an A&M-Central Texas student.

For issues with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

### **911 CELLULAR**

911Cellular is the Emergency Warning System for Texas A&M University–Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University–Central Texas the ability to communicate health and safety emergency information quickly via e-mail, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular \[https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management\]](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) ([https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)).

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University–Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. Texas A&M University–Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

(For this professor's policy on academic integrity, see below.)

### **Academic Accommodations**

At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage (<https://www.tamuct.edu/student-affairs/access-inclusion.html>).

Texas A&M University–Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX

Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website (<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>).

### **Tutoring**

Tutoring is available to all Texas A&M University–Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [imdavis@tamuct.edu](mailto:imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! [Tutor.com](#) is an online tutoring platform that enables Texas A&M University–Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University–Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#) (<https://tamuct.mywconline.com/>). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at Texas A&M University–Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the Texas A&M University–Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website \(https://tamuct.libguides.com/\)](https://tamuct.libguides.com/).

## **INSTRUCTOR POLICIES**

### **Make-Up and Late Policy**

Most assignments will incur a 10 percent per calendar-day late penalty after their due dates. As a general rule, make-ups or leniency will not be given. The only exceptions are for official Texas A&M University–Central Texas excused absences, military service, illness when accompanied by a note from a doctor, or other forms of documented personal or family emergencies. Due dates are given ahead of time, so please plan accordingly for child-care, vacations, work, etc. Arrangements for legitimate make-ups will be made on a case-by-case basis at the discretion of the instructor.

Nothing can be accepted after the last day of the semester.

### **Attendance Policy**

Regular and punctual class attendance is key to being meaningful and productive in class activities and discussions. Therefore, students are expected to demonstrate personal responsibility by being present and on time for all class meetings. Classroom participation grades may suffer due to absences.

Also, while I understand that students will occasionally be late to class due to unforeseen circumstances, punctuality is generally expected of each student. Repeated tardiness and/or leaving class early may result in disciplinary sanctions and/or may be considered the equivalent of a class absence.

### **Academic Integrity and Scholastic Dishonesty**

As noted above, Texas A&M University–Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. More information can be found at: <https://www.tamuct.edu/student-affairs/>.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

It is this professor's personal policy that **if the instructor determines that a student has been caught cheating, copying, or plagiarizing in any way, at any point in the course, the student will automatically receive a failing grade of F for the entire course, without exception.** Further sanctions may also be pursued.

Remember, it is better to earn a poor grade (or even a zero) on an assignment than fail an entire course.

**Classroom Decorum and Other Policies**

Students are expected to behave as adults, be ready to listen and learn, and treat their professor and fellow students with the respect they would desire. This includes refraining from things such as: disruptive behavior; using obscene language; talking while others are talking; doing work for other courses in the classroom; leaving before class is over; playing with your cell phone, text messaging, messing around on the internet, etc.; and *whining* of any sort. Please understand that, at times, we will be reviewing and discussing historical events that some students may find disturbing and unsettling.

**Electronic Device Policy**

You may record class lectures (audio only), but recordings may only be used for personal, private, research and study purposes only, and must not be disseminated publicly in any way. (A “Recorded Lecture Agreement” might also be required.) **Computers, tablets, etc., may only be used for taking notes or accessing course materials in class.** If used for any non-academic purpose, especially if it disrupts class, the instructor will ask you not to use a computer for the remainder of the semester. Cell phone and smartwatch use, for any non-academic purpose, **is strictly prohibited.** Abuse of electronic devices in class, including cell phones, may be treated as disruptive behavior or an absence. (If texting is more important to you than my lecture, please do not attend my lecture.)

**Copyright Policy**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University–Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. 2017 by Dr. Gene Rhea Tucker at Texas A&M University–Central Texas, College of Liberal Arts; 1001 Leadership Place, Killeen, TX 76549; (254) 519-5441; [gene.tucker@tamuct.edu](mailto:gene.tucker@tamuct.edu).

The electronic content and materials in this course are for the sole purpose of instruction as part of this course offered by Texas A&M University–Central Texas, and are solely for university students registered in this course, and are subject to copyright protection law. Students who disregard United States copyright policy and institution policy do so at their own risk and assume all liability. Offenses will be treated as disruptive behavior.

**Other University Policies**

For other policies, please access the Texas A&M University–Central Texas website at: <https://www.tamuct.edu/>.

**Subject to Change**

As the instructor for this course, I reserve the right to adjust this syllabus or the class schedule in any way that serves the educational needs of the students enrolled in this course.

**COURSE OUTLINE AND CALENDAR****Important University Dates**

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED  
 September 5, Last day to drop 1st 8-week classes with no record  
 September 13, Last day to drop 16-week classes with no record  
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W  
 October 6, Deadline to submit graduation  
 October 20, Last day to withdraw from the University (1st 8-week classes WF)  
 October 23, Add/Drop/Late Registration begins, 2nd 8-week classes  
 October 26, Add/Drop/Late Registration ends, 2nd 8-week classes  
 October 30, Last day to drop 2nd 8-week classes with no record  
 November 10, Veteran’s Day  
 November 10, Last day to drop with a Q or withdraw with a W (16-week classes)  
 November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W  
 November 23-24, Thanksgiving, CAMPUS CLOSED  
 December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)  
 December 15, Last day to file for Degree Conferral (Registrar’s Office)  
 December 15, Commencement (End of Fall Term)  
 December 25-January 1, WINTER BREAK

**Complete Course Calendar**

|           |    |   |
|-----------|----|---|
| August    | 28 | <p><b><u>Introduction to Class</u></b><br/> <u>Discuss in class:</u></p> <ul style="list-style-type: none"> <li>• What is history?</li> <li>• What is “historian’s craft”?</li> <li>• What you will be doing in this course?</li> <li>• Discuss the books</li> </ul> <p><u>Consider in class for the coming weeks:</u></p> <ul style="list-style-type: none"> <li>• Discuss possible research topics for the course</li> <li>• Arnold, <i>History: A Very Short Introduction</i></li> <li>• Discuss plagiarism</li> </ul>   |
| September | 4  | NO CLASS – Labor Day  |
| September | 11 | <p><b><u>Unit 01 – Plagiarism and the History of History</u></b><br/> <u>Read before class:</u></p> <ul style="list-style-type: none"> <li>• Arnold, <i>History: A Very Short Introduction</i> [read the entire book]</li> <li>• Presnell, p. 9 [Box 1.3], pp. 19-20 [Box 1.4]</li> <li>• Turabian, sections 4.2.3, 5.1-5.2, 7.9, 25.1</li> <li>• <a href="#">“The Plagiarism Spectrum”</a></li> <li>• <a href="#">“How to Recognize Plagiarism: Examples”</a> [review: “Word-for-word” examples 1 through 5; and “Paraphrasing” examples 1 through 5 (click “next” to move through the examples)]</li> <li>• <a href="#">“How to Recognize Plagiarism: Practice”</a> [review: practices 1 through 10 (click “Next” to move through the examples)—if you complete the practice test, <u>there is no need to send me any results</u>]</li> </ul> <p><u>Complete before class:</u></p> <ul style="list-style-type: none"> <li>• Test 01a – <i>History: A Very Short Introduction</i> [on Canvas]</li> </ul> |

- Test 01b – Plagiarism [on Canvas]

Review in class:

- Discuss *History: A Very Short Introduction*
- Discuss plagiarism

Discuss and consider in class for next week:

- Discuss possible research topics for the course
- Discuss research sources
- Discuss library resources
- Discuss using the internet to find sources

September 18

**Unit 02 – Research Sources**

Read before class:

- Presnell, chapters 1-4
- Turabian, chapters 1-3

Complete **before** class:

- Test 02 – Research Sources [on Canvas]

Review in class:

- Discuss research sources
- Discuss library resources
- Discuss types of sources
- Discuss primary vs. secondary sources
- Discuss using the internet to find sources

Discuss and consider in class for next week:

- Discuss the Turabian/Chicago Manual of Style citation style
- Examples of footnotes/endnotes and bibliographies
- Examples of proper citations
- Discuss possible research topics for the course

September 25

**Unit 03 – Citations and Research Topics**

Read before class:

- Presnell, chapters 3-5
- Turabian, chapters 2, 4-5, 15-17 [ignore chapters 18 and 19, they are an abomination]

Complete **before** class:

- Test 03a – Citations [on Canvas]
- Test 03b – Viable Research Topics [on Canvas]

Review in class:

- Discuss the Turabian/Chicago Manual of Style citation style
- Examples of footnotes/endnotes and bibliographies
- Examples of proper citations
- Discuss formatting citations in word processors
- Discuss selected research topics for the course
- Discuss keeping a list of sources and creating annotated bibliographies

Discuss and consider in class for next week:

- Discuss peer-reviewed articles (journal articles and collected essays in edited books)

- Discuss Peer-Reviewed Article Review guidelines

October 2

**Unit 04 – Peer-Reviewed Articles**

Read before class:

- Presnell, chapters 4-5
- Turabian, chapters 3-4
- Turabian, sections 17.1.8, 17.2
- [“Analyzing Scholarly Articles”](#)

Complete **before** class:

- Peer-Reviewed Article Review [on Canvas]

Review in class:

- Discuss peer-reviewed articles (journal articles and collected essays in edited books)

Discuss and consider in class for next week:

- Discuss theses and dissertations
- Discuss Thesis/Dissertation Review guidelines

October 9

**Unit 05 – Theses and Dissertations**

Read before class:

- Presnell, chapter 5
- Turabian, chapters 3-4
- Turabian, section 17.6.1

Complete **before** class:

- Thesis/Dissertation Review [on Canvas]

Review in class:

- Discuss theses and dissertations

Discuss and consider in class for next week:

- Discuss monographs (compared to a standard narrative history)
- Discuss book reviews
- Discuss Monograph Review guidelines

October 16

**Unit 06 – Monographs**

Read before class:

- Presnell, chapters 3, 5
- Turabian, chapters 3-4
- Turabian, section 17.1
- [“Identifying a Scholarly Monograph”](#)
- [“How to Write a Book Review: A Guide for Students”](#) [through the TAMUCT Library, also available on Blackboard]
- [“Book Reviews”](#)

Complete **before** class:

- Monograph Review [on Canvas]

Review in class:

- Discuss monographs
- Discuss narrative histories, tertiary sources, and reference works
- Discuss book reviews

Discuss and consider in class for next week:

- Discuss historiography
- Discuss historiographies in writing
- Discuss abstracts and the thesis in writing
- Discuss annotated bibliographies and literature review
- Discuss Annotated Bibliography guidelines

October

23

**Unit 07 – Historiography and Annotated Bibliographies**Read before class:

- Presnell, chapters 1-5
- Turabian, chapters 1-5, 15-17 [chapters 18 and 19 are an abomination]
- [“Information Fluency in Humanities Writing”](#)
- [“Historiographical essay examples”](#)
- [“How to Write a Historiography”](#)
- [“Annotated Bibliographies”](#)
- [“Write Annotated Bibliographies”](#)
- [“How to Write an Annotated Bibliography”](#)

Complete before class:

- Test 07 – Historiographies [on Canvas]
- Annotated Bibliography [on Canvas]

Review in class:

- Discuss historiography
- Discuss historiographies in writing
- Discuss abstracts and the thesis in writing
- Discuss annotated bibliographies and literature review

Discuss and consider in class for next week:

- Discuss the reading of *Sleuthing the Alamo*
- Discuss thinking and writing about *Sleuthing the Alamo*

October

30

**Unit 08 – Sleuthing the Alamo**Read before class:

- Crisp, *Sleuthing the Alamo: Davy Crockett’s Last Stand and Other Mysteries of the Texas Revolution* [read the entire book]

Complete before class:

- Test 08 – *Sleuthing the Alamo* [on Canvas]

Review in class:

- Discuss *Sleuthing the Alamo*
- Discuss primary sources (their creation, retention, delivery, etc.)
- Discuss the analysis and interpretation of primary sources
- Discuss the use of secondary sources to aid in analyzing primary sources

Discuss and consider in class for next week:

- Discuss primary sources
- Discuss the creation, retention, delivery, etc. of primary sources
- Discuss primary vs. secondary sources
- Discuss the analysis and interpretation of primary sources
- Discuss the use of secondary sources to aid in analyzing primary sources
- Discuss the citation of primary sources

- Discuss Primary Source Analysis guidelines

November 6

**Unit 09 – Primary Sources**

Read before class:

- Presnell, chapters 5-6
- Turabian, chapters 3-4, 17
- Turabian, sections 17.4, 17.6.4, 17.9 (and 17.10)
- [“How to Cite Primary Sources”](#)
- [“Citing Primary Sources: Chicago”](#)

Complete before class:

- Primary Source Analysis [on Canvas]

Review in class:

- Discuss primary sources vs. secondary sources
- Discuss the analysis and interpretation of primary sources
- Discuss the use of secondary sources to aid in analyzing primary sources
- Discuss the citation of primary sources

Discuss and consider in class for next week:

- Discuss “uncommon primary sources”
- Discuss the use of secondary sources to aid in analyzing primary sources
- Discuss “Uncommon Primary Source” Analysis guidelines

November 13

**Unit 10 – “Uncommon Primary Sources”**

Read before class:

- Presnell, chapters 5, 7-10
- Turabian, chapters 3-4, 17
- Turabian, sections 17.6.4, 17.8, 17.9 (and 17.10)
- [“How to Cite Primary Sources”](#)
- [“Citing Primary Sources: Chicago”](#)

Complete **before** class:

- “Uncommon Primary Source” Analysis [on Canvas]

Review in class:

- Discuss “uncommon primary sources”
- Discuss the use of secondary sources to aid in analyzing primary sources
- Discuss the citation of primary sources

Discuss and consider in class for next week:

- Discuss presenting and presentation of research
- Discuss good presentations and proving a thesis
- Discuss the writing process
- Discuss research papers
- Discuss composing and proving a thesis
- Discuss historiography
- Discuss proper formatting and style
- Discuss footnotes and bibliographies in proper Turabian/CMS style
- Discuss Research Paper guidelines

November 20

**Writing** – NO CLASS

CLASS WILL NOT MEET THIS WEEK

**Prepare** your in-class presentations

**Write** your research paper

**Consult:**

- Consult and use the University's library and writing center if needed
- Presnell [the entire book, as needed]
- Turabian [the entire book, as needed, except chapters 18 and 19, which are an abomination]
- Consult your professor if you need, I can be reached at [gene.tucker@tamuct.edu](mailto:gene.tucker@tamuct.edu)

November 27

**Presentations**

**Present** in class:

- Presentation of Research (for half of the students)

Continue **writing** your research paper (and/or **preparing** your presentation)

**Consult:**

- Consult and use the University's library and writing center if needed
- Presnell [the entire book, as needed]
- Turabian [the entire book, as needed, except chapters 18 and 19, which are an abomination]
- Consult your professor if you need, I can be reached at [gene.tucker@tamuct.edu](mailto:gene.tucker@tamuct.edu)

December 4

**Presentations**

**Present** in class:

- Presentation of Research (for half of the students)

Continue **writing** your research paper

**Consult:**

- Consult and use the University's library and writing center if needed
- Presnell [the entire book, as needed]
- Turabian [the entire book, as needed, except chapters 18 and 19, which are an abomination]
- Consult your professor if you need, I can be reached at [gene.tucker@tamuct.edu](mailto:gene.tucker@tamuct.edu)

December 11

**Research Paper** – NO CLASS

CLASS WILL NOT MEET THIS WEEK, **but your research paper is due to be completed and submitted by 11:59 pm**

**Complete and Submit** by 11:59 pm on Canvas:

- Research Paper [on Canvas]

### **Assignment Due Dates**

**September 11 by 5:59 pm**

- Test 01a – *History: A Very Short Introduction* [on Canvas]
- Test 01b – Plagiarism [on Canvas]

September 18 by 5:59 pm

- Test 02 – Research Sources [on Canvas]

September 25 by 5:59 pm

- Test 03a – Citations [on Canvas]
- Test 03b – Viable Research Topics [on Canvas]

October 2 by 5:59 pm

- Peer-Reviewed Article Review [on Canvas]

October 9 by 5:59 pm

- Thesis/Dissertation Review [on Canvas]

October 16 by 5:59 pm

- Monograph Review [on Canvas]

October 23 by 5:59 pm

- Test 07 – Historiographies [on Canvas]
- Annotated Bibliography [on Canvas]

October 30 by 5:59 pm

- Test 08 – Sleuthing the Alamo [on Canvas]

November 6 by 5:59 pm

- Primary Source Analysis [on Canvas]

November 13 by 5:59 pm

- “Uncommon Primary Source” Analysis [on Canvas]

November 27 in Class

- Presentation of Research (for half of the students)

December 4 in Class

- Presentation of Research (for half of the students)

December 11 by 11:59 pm

- Research Paper [on Canvas]