

Texas A&M University-Central Texas
HIST 5300 Historical Inquiry
M 6:00p.m.-9:00p.m., Room 219, Heritage Hall

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

Office Hours: MW 1:00p.m.-2:00p.m., 4:30p.m.-5:30p.m., and by appointment.

Email cadra.mcdaniel@tamuct.edu

Mode of Instruction and Course Access

This course is a face-to-face course, with some information posted on Canvas. Students will submit assignments via Canvas.

Student-Instructor Interaction

If students have any questions about the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email, or students may make an appointment to meet with the instructor. The instructor will respond to all email in a timely manner, usually within one (1) business day. Unless students have a major assignment due on a Monday, email may not be answered on weekends. Students should only contact the instructor via the email address listed on the syllabus. The instructor may not be aware of questions, emails, or other messages that are posted in Canvas, sent via the email feature in Canvas, or sent/posted in any other format, and thus, students may not receive a reply to these emails or messages.

Announcements for the class will be made at the beginning of a class session and be posted on Canvas under the Announcements Section. Please check this section regularly. For all questions concerning upcoming assignments or examinations, please send all questions via email

before 4:00p.m. the day before the due date. The “cut-off” time for questions allows all students an equal chance to have questions answered before the due date.

Warrior Shield Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](#) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 Updates

Students should check the following link for updates to TAMUCT’s COVID-19 policies as well as for updates to the Return to Campus Plan for the Fall of 2021.

<https://www.tamuct.edu/covid19/>

Course Information

Course Description

Examine history as a profession, including how historians read sources, pose questions, draw inferences, shape their narratives, and engage historical writings.

Overall Course Objective

After successfully completing the course, students will be able to appraise the various methods used by historians to analyze a topic, and students will be able to analyze the criteria for presenting material effectively in written and oral formats.

Specific Course Objectives (Student Learning Outcomes)

After successfully completing the course, students will be able to

1. Examine the methods used by historians to analyze textual as well as non-textual sources
2. Analyze the similarities and differences in approaches by Western and non-Western historians
3. Judge the criteria that is necessary for clear historical writings and presentations
4. Select and critique materials related to students' historical interests
5. Design and deliver a presentation on a historical topic

Required Texts

Books

Burrow, John. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. New York: Vintage Books, 2009. ISBN: 978-0375727672.

Ferro, Marc. *The Use and Abuse of History: Or How the Past is Taught to Children*. London: Routledge, 2004. ISBN: 978-1138132849.

Articles, Book Reviews, and Editorials

Available via either ESBCOHost or JSTOR on the University Library Website
(Listed in Alphabetical Order)

Addis, Bill and Hermann Schlimme. "Oral History." *The Construction of History* 31, no. 1 (2016): i-iv.

Alzo, David-West. "Aesthetics and Politics in North Korean Socialist Realist Painting: On Approved Ways of Seeing." *Social Semiotics* 24, no.1 (Feb.2014): 106-123.

Bartel, David. Review of The Macau Ricci Institute. *History and Memory: Present Reflections on the Past to Build Our Future*. 2008. Review translated by Nick Oates. Review published in *China Perspectives*, no. 3 (2009): 127-129.

Berry, David. M. "What are the Digital Humanities? The British Academy, February 19, 2019. <https://www.thebritishacademy.ac.uk/blog/what-are-digital-humanities/>

Davis, Natalie Zemon. "Decentering History: Local Stories and Cultural Crossings in a Global World." *History and Theory* 50, no. 2 (May 2011): 188-202.

- Grandjouan, Kate. "Refugees, Patriotism and Hogarth's *The Gate of Calais* (1748)." *Studies in Ethnicity & Nationalism* 20, no. 3 (Dec. 2020): 287-303.
- Grant, Elisabeth. "Jobs and Careers in History." AHA Today. April 2, 2008. American Historical Association. <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2008/jobs-and-careers-in-history>
- Jordanova, Ludmila. "Public History." *History Today* 50, no. 5 (May 2020): 20-21.
- Lay, Paul. "Ambition, Style, and Sacrifice: The Challenges that Edward Gibbon Faced Remain Much the Same for Historians Today." *History Today* 67, no. 6 (June 2016): 3.
- Lewis, Bernard. "Other People's History." *The American Scholar* 59, no. 3 (Summer 1990): 397-405.
- "Making Presentations Presentable" American Historical Association. <https://www.historians.org/annual-meeting/resources-and-guides/speaker-resources/making-presentations-accessible>
- McCaffray, Susan P. Review of Hiroaki Kuromiya. *Freedom and Terror in the Donbas. A Ukrainian-Russian Borderland, 1870s-1990s*. Cambridge: Cambridge University Press, 1998. Review published in *Slavonica* 6, no. 2 (November 2000): 110-112.
- McCannon, John. *The Myth of the Masters Revived: The Occult Lives of Nikolai and Elena Roerich*, by Alexandre Andreyev, Eurasian Studies Library, Leiden and Boston MA, Brill, 2014. Review published in *Canadian Slavonic Papers* 57, no. ½ (April 2015): 141-143.
- Pinter, Andrej. "Public Sphere and History: Historians' Response to Habermas on the "Worth" of the Past." *Journal of Communication* 28, no. 3 (July 2004): 217-232.
- Pocock, J.G.A. "Western Historiography and the Problem of "Western" History." Initiative for an "Alliance of Civilizations"; Workshop on "What is a 'Civilization'" United Nations. <https://www.unaoc.org/repository/9334Western%20Historiography%20and%20Problem%20of%20Western%20History%20-%20JGA%20Pocock.doc.pdf>
- van Rhyn, Chris. "Writing the History of Art Music in Africa: A Case of Symbolic Interactionism." *Critical Arts: A South-North Journal of Cultural & Media Studies* 30, no. 2 (April 2016): 269-281.
- Salmi, Hannu, Petri Paju, Heli Rantala, Asko Nivala, Alekski Vesanto & Filip Ginter. "The Reuse of Texts in Finnish Newspapers and Journals, 1771–1920: A Digital Humanities Perspective." *Historical Methods: A Journal of Quantitative and Interdisciplinary History* 54, no. 1 (March 2021): 14-28.

Stringfield, Margo S. “‘Sacred to the Hart’: Identity and Dignity as Reflected in the Memorial Landscapes of Postemancipation African Americans in Pensacola, Florida.” *Social Science Quarterly* 102, no. 3 (May 2021): 1056-1073.

Turner, Mark. “Historical Theory Through a Peruvian Looking Glass.” *History and Theory* 54, no. 4 (Dec. 2015): 27-45.

Course Requirements

Syllabus Acknowledgement Statement

Students need to submit a Syllabus Acknowledgment Statement indicating that they have read and understand the information in the syllabus. Students should upload the statement to Canvas. Students’ acknowledgement of this statement is worth five (5) points. If students have any questions about the statement, then they should contact the instructor as soon as possible. Check the Course Schedule for the due date.

Importance of Writing

Often, written materials serve as the first form of introduction to colleagues or potential employers. While this writing may be in the form of a cover letter or résumé, and not a traditional classroom assignment, the writing skills developed in graduate courses will aid students in constructing a well-organized and clear letter or résumé so that they make a positive first impression.

Book Critiques

During the semester, students will read two (2) books, and students will compose a critique for each book. These critiques should be two to three (2-3) typed pages, double spaced, with one (1) inch margins, and the students should use twelve (12) point Times New Roman Font. Students should not consult any outside sources for these critiques, but instead only base their critiques on the assigned reading. **All critiques’ due dates are listed in the Course Schedule in the syllabus.**

Criteria for Book Critiques=15 points each

Introduce clearly the author's thesis=4 points

Evaluate the author's effective use of historical writings or examples=4 points

Overall impression of the book, which should include the reason(s) whether or not the book changed or reinforced students' perceptions of historical writings and the role(s) of historians =4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

In these critiques, no lengthy quotations will be accepted. Students may include only two (2) quotations per critique, and each quotation should be ten (10) words or less. The use of more than two (2) quotations or quotations of more than ten (10) words will reduce significantly students' grades by five (5) points. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their papers to the two to three (2-3) page limit. Papers that exceed the length limit will reduce students' grades by five (5) points. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings. For each critique, students should have a title page, which does not count toward the required number of pages. Also, should students quote material, an endnotes page is needed. Endnotes come on a separate sheet of paper at the end of the book critique. Links are posted on Canvas which provide examples of a correct title page and correct citations for books according to the *Chicago Manual of Style*, 17th edition.

Leading Discussion in a Group

Students will be part of a group of three (3) students who will lead discussion as a group for one (1) of the two (2) books required for the course. For these meetings, each member of the group should come prepared with a list of ten (10) questions that cover the reading for the week. The students leading discussion will need to submit a copy of their discussion questions via Canvas before class begins. Questions for discussion will not be distributed to the class early. All students who are not leading discussion are expected to contribute to discussion. All students should bring a copy of that week's reading material to class and are free to refer to the text when answering questions.

Criteria for Leading Discussion in a Group=10 points

Submission of ten (10) questions=4 points

Ask original ten (10) questions; ask follow-up questions; and respond to classmates' and/or the instructor's comments=4 points

Questions written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=2 point

Class Discussions

In addition to the critiques, students will engage in class discussions in which they appraise each week's reading and/or discuss that week's assignments. For each discussion, students should have read thoroughly each week's reading. It may be helpful for students to take notes as they read. Students should be sure to read the introduction and conclusion since many times the author(s) will outline the thesis in these sections. Students should keep in mind that in each chapter or article section, the author(s) is attempting to advance the thesis. Students who carefully read the material and take notes should be prepared for discussion. **Each week's discussion is worth five (5) points.**

Short Presentations on Articles, Archives, Primary Texts, Book Reviews, and Digital Fact-Checking

Throughout the semester, students will give short presentations on articles or other assignments. **Each short presentation is worth five (5) points and should be between five (5) to ten (10) minutes.** These presentations will be in the form of round table discussions, with scholars sharing their research and findings with their colleagues.

For the presentations on articles, students should briefly state each article's author and title; state the article's thesis; discuss two (2) examples the author(s) used to support the thesis; and explain the reasons for selecting the article. Moreover, students should discuss the reason(s) that the article changed or did not change their perception(s) of the topic or reinforced their understanding(s) of the topic.

For the presentation on an archive, students should locate the website of a historical archive. In a short presentation, students should name the archive, its primary holdings, and the types of sources that can be accessed online or in-person.

For the presentation on a primary text, students should indicate the primary text that they located and offer a brief summary of the text. The presentation also should include a discussion of the primary text's author(s) and the insight gained from this primary text that would not be available from secondary sources.

For the presentation on book reviews, students should locate three (3) examples of professional book reviews. One example needs to be a review of a Western author's (s') book, and the second review needs to focus on a Non-Western author's (s') book. The third example can be either a Western or a non-Western book review. Students should discuss the differences in these reviews such as topics addressed and the structure of the reviews.

For the presentation concerning fact-checking, students will be expected to utilize skills learned in the digital polarization tutorials as well as other critical analytical skills to compare their historical knowledge of a historical topic to the information presented in two (2) online sources. These online sources may include but are not limited to news sites or museums' online descriptions of exhibits. Students should state the name of the websites that they fact-checked; the specific topic(s) that they fact-checked; and note the accuracy of the information provided. Moreover, students should discuss the techniques that they used to fact-check these websites.

Note on Class Discussions and Short Presentations

Should students not contribute to class discussions and/or not be prepared for the short presentations, then the instructor will require written assignments for the readings. These assignments will be in addition to the class discussions and short presentations. These written assignments will be worth five (5) points each and be added to the total points possible for the course. Should the need arise for these written assignments, then the instructor will provide specific guidelines for these assignments as well as an updated syllabus for the course.

Book Reviews Written Assignment

Students will prepare two (2) professional book reviews, one review for a historical monograph by a Western scholar and a second review for a historical monograph by a non-Western scholar. These reviews should conform to the styles of leading journals that relate to each book's field of study. Students will need to locate these journals that relate to each book's field of study and may consult with the instructor. Generally, these reviews should be two to three (2-3) typed pages, double spaced, with one (1) inch margins, and the students should use twelve (12) point Times New Roman Font. Along with each book review, students should upload a copy of a book review from the journals consulted. **The due date for the book reviews is listed in the Course Schedule in the syllabus.**

Criteria for Book Reviews=15 points each

Conforms to the style and discussion of topics as reviews in the journals consulted=7 points

Overall impression of the book, which should include the reason(s) whether or not the book changed or reinforced students' perceptions of historical writings and the role(s) of historians =5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Digital Polarization Project Tutorials and Fact Checking Assignment

As more and more sources become available online, it is important to be able to judge the authenticity and validity of these sources. TAMUCT has opted to participate in the American Democracy Project's (ADP) initiative *Digital Polarization: A Project to Promote Online Civic Information Literacy*. The Digital Polarization Initiative, or "DigiPo", "is ADP's national effort to build student civic, information, and web literacy by having students participating in a broad, cross-institutional project to fact-check, annotate, and provide context to the different news stories that show up in our Twitter and Facebook feeds." Students may refer to the ADP's website for more information, <http://www.aascu.org/AcademicAffairs/ADP/DigiPo/> As part of this class, students will complete four (4) digital literacy tutorials that will strengthen their abilities to assess and to critique online content. **Links to the Tutorials are listed in the Course Schedule. Note: When students begin each tutorial, they need to enter an email address in order to have a copy of their answers. After completing all four (4) tutorials, students should email their responses to the instructor.**

Criteria for Digital Polarization Tutorials=8 points

Completion of each tutorial=2 points each

Historical Topic Presentation and Question-and-Answer Session

Toward the end of the semester, students will deliver a twenty (20) minute presentation on a historical topic of their choice. This is a formal presentation, similar to a conference-style presentation. Students should introduce clearly their topic and have an argument or thesis that they aim to prove. Then, students should outline key pieces of evidence that support their argument. For a conclusion, students should discuss the significance of their topic as well as the evidence presented. At the end of students' presentations, there will be a question-and-answer session, which will allow classmates to ask each other questions regarding their presentations.

Students may select a topic with which they are familiar. The objective of this assignment is to introduce students to presenting historical research in a clear and confident manner, which is a key skill for historians. Students are free to select a topic but need to have the topic approved by the instructor. For the presentation, students may use audio visual sources, including PowerPoint, but are not required to do so. If using audio and visual sources, these sources need to support directly in the information in the presentation and are not a substitute for the presentation. No long audio or video clips (over two (2) minutes) will be allowed.

Criteria for Historical Presentation=40 points

Clear introduction of topic and thesis=10 points

Key examples or evidence that support the thesis=10 points

Significance of the topic=10 points

Professional delivery of presentation, professional questions, and responses to questions=10 points

Reflection on Historical Topic Presentation

At the end of the semester, students will conclude the course by reflecting on their presentations. Students should discuss the strongest aspects of their presentations as well as any aspects that they would modify for future presentations. These discussions should include the

question-and-answer session. Moreover, students should note the reasons that certain aspects of the presentation and question-and-answer session were strong or needed modification. This discussion should be one to two (1-2) typed pages, double spaced, with one (1) inch margins, and the students should use twelve (12) point Times New Roman Font.

Criteria for Reflection on Historical Presentation=15 points

Discussion of the strong aspects of the presentation and responses=6 points

Discussion of the aspects of the presentation and responses that needed modification(s)=6 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Class Grading Scale, Grading Criteria, and Conversion

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Syllabus Acknowledgement Statement=5 points

Book Critiques=30 points

Leading Discussion in a Group=10 points

Discussions= 40 points

Short Presentations=30 points

Book Reviews=30 points

Digital Polarization Tutorials=8 points

Historical Topic Presentation=40 points

Reflection on Historical Topic Presentation=15 points

Total=208 points

Students may determine their grade by taking the total number of points earned and dividing by the total number of points possible.

Posting of Grades

Grades will be posted online in Canvas and assignments returned via Canvas.

Assignments are graded usually within one (1) week of the due date.

Course Schedule (Course Outline and Calendar)

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be distributed to students and posted online through Canvas.

Each week, students are to read the book or all the articles for that week's assignments and/or discussion. All assignments are due by 6:00p.m. on the due dates listed below, and all assignments must be submitted via Canvas. Assignments will not be accepted and will not be graded unless submitted via Canvas.

August 23: Introduction to Course; Discussions of Students' Historical Interests and Perceptions of the Work of Modern Historians.

August 30: Discussions of the Historical Profession in the Western World.

Discuss and **Critique due** for John Burrow. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*.
Syllabus Acknowledgement Statement due

September 6: Labor Day, No Class Meeting, Begin Readings Concerning Digital Humanities Projects.

Read: Berry, David. M. "What are the Digital Humanities? The British Academy, February 19, 2019. <https://www.thebritishacademy.ac.uk/blog/what-are-digital-humanities/>

Read: Salmi, Hannu, Petri Paju, Heli Rantala, Asko Nivala, Alekski Vesanto & Filip Ginter. "The Reuse of Texts in Finnish Newspapers and Journals, 1771–1920: A Digital Humanities Perspective." *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, 54 no. 1 (14-28).

September 13: Discussions of Analyzing Primary Texts and the Roles of Primary Texts; Discussion of Digital Humanities Projects; Online Archives; Role of Non-Textual Sources in Historical Research.

Students should be prepared to deliver short presentations on an archive and a primary text.

Source to Use for Primary Text Selection:

<https://sourcebooks.fordham.edu/mod/modsbook.asp>

Discussion of the Role of Non-Textual Sources (Primary and Secondary) in Historical Analysis. **Students need to locate two (2) articles that utilize non-textual sources and deliver a short presentation on these two (2) articles.**

Read: Alzo, David-West. “Aesthetics and Politics in North Korean Socialist Realist Painting: On Approved Ways of Seeing.” *Social Semiotics* 24, no. 1 (Feb.2014): 106-123.

Read: Grandjouan, Kate. “Refugees, Patriotism and Hogarth’s *The Gate of Calais* (1748).” *Studies in Ethnicity & Nationalism* 20, no. 3 (Dec. 2020): 287-303.

Read: Stringfield, Margo S. “‘Sacred to the Hart’: Identity and Dignity as Reflected in the Memorial Landscapes of Postemancipation African Americans in Pensacola, Florida.” *Social Science Quarterly* 102, no. 3 (May 2021): 1056-1073.

Read: van Rhyn, Chris. “Writing the History of Art Music in Africa: A Case of Symbolic Interactionism.” *Critical Arts: A South-North Journal of Cultural & Media Studies* 30, no. 2 (April 2016): 269-281.

September 20: Discussions of Readings that Examine the Development of the Historical Profession in the Non-Western World.

Students need to locate and deliver a short presentation on two (2) articles that examine the development of the historical profession in the non-Western World.

Read: Davis, Natalie Zemon. “Decentering History: Local Stories and Cultural Crossings in a Global World.” *History and Theory* 50, no. 2 (May 2011): 188-202.

Read: Lewis, Bernard. “Other People’s History.” *The American Scholar* 59, no. 3 (Summer 1990): 397-405.

Read: Pocock, J.G.A. Western Historiography and the Problem of “Western” History.” Initiative for an “Alliance of Civilizations”; Workshop on “What is a ‘Civilization’” United Nations.

<https://www.unaoc.org/repository/9334Western%20Historiography%20and%20Problem%20of%20Western%20History%20-%20JGA%20Pocock.doc.pdf>

Read: Thurner, Mark. "Historical Theory Through a Peruvian Looking Glass." *History and Theory* 54, no. 4 (Dec. 2015): 27-45.

September 27: Discussions of the Criteria for Scholarly Books and Book Reviews.

Students locate three (3) examples of professional book reviews. One example needs to be a review of a Western book, and a second example needs to be a review of a Non-Western book. The third example can be either a review of a Western or non-Western book. Students will deliver a short presentation on these three (3) book reviews.

Read: Bartel, David. Review of The Macau Ricci Institute. *History and Memory: Present Reflections on the Past to Build Our Future*. 2008. Review translated by Nick Oates. Review published in *China Perspectives*. 2009, no. 3 (2009): 127-129.

Read: McCaffray, Susan P. Review of Hiroaki Kuromiya. *Freedom and Terror in the Donbas. A Ukrainian-Russian Borderland, 1870s-1990s*. Cambridge: Cambridge University Press, 1998. Review published in *Slavonica* 6, no. 2 (November 2000): 110-112.

Read: McCannon, John. *The Myth of the Masters Revived: The Occult Lives of Nikolai and Elena Roerich*, by Alexandre Andreyev, Eurasian Studies Library, Leiden and Boston MA, Brill, 2014. Review published in *Canadian Slavonic Papers* 57, no. ½ (April 2015): 141-143.

October 4: No Class Meeting, Read and Prepare a Professional Book Review for a Western and a Non-Western Historical Monograph.

October 11: Discussions of the Similarities and Differences in a Western and a Non-Western Historical Monograph.

Professional book reviews due for a Western and a Non-Western historical monograph.

October 18: Discussions of Careers in the Historical Profession and the Challenges Faced by Historians in the Twenty-First Century.

Students need to locate two (2) articles that discuss either careers in the historical profession or challenges faced by historians and deliver a short presentation on these articles.

Read: Addis, Bill and Hermann Schlimme. "Oral History." *The Construction of History* 31, no. 1 (2016): i-iv.

Read: Grant, Elisabeth. “Jobs and Careers in History.” AHA Today. April 2, 2008. American Historical Association.

<https://www.historians.org/publications-and-directories/perspectives-on-history/april-2008/jobs-and-careers-in-history>

Read: Jordanova, Ludmila. “Public History.” *History Today* 50, no. 5 (May 2020); 20-21.

Read: Lay, Paul. “Ambition, Style, and Sacrifice: The Challenges that Edward Gibbon Faced Remain Much the Same for Historians Today.” *History Today* 67, no. 6 (June 2016): 3.

Read: Pinter, Andrej. “Public Sphere and History: Historians’ Response to Habermas on the “Worth” of the Past.” *Journal of Communication* 28 no. 3 (July 2004): 217-232.

October 25: Discussions of The Politicization of History.

Discussion of and **Critique due** for Marc Ferro. *The Use and Abuse of History: Or How the Past is Taught to Children.*

November 1: No in-class meeting; Submit assignment Online-Complete Digital Polarization Tutorials.

- 1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>
- 2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>
- 3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>
- 4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

November 8: Fact-Checking Discussion.

Students need to deliver a short presentation by discussing two (2) examples of websites that they fact-checked and discuss the accuracy of the information.

November 15: Discussions of Effective Historical Presentations to a Specialist and Non-Specialist Audience. Preparing an Effective Presentation.

Read: “Making Presentations Presentable’ American Historical Association.
<https://www.historians.org/annual-meeting/resources-and-guides/speaker-resources/making-presentations-accessible>

November 22: Historical Topic Presentations 20 minutes each.

November 29: Historical Topic Presentations 20 minutes each.

December 6: No in-class meeting; Submit on Canvas the Reflection on Historical Topic Presentation.

Instructor and Course Policies

Absences and Make-Up Work

Absences in graduate school are generally not acceptable. The instructor does understand that in some circumstances, such as a major illness, there may be missed classes. Should students miss class, then they need to contact the instructor as soon as possible. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss a class, make-up assignments will be allowed only for excused absences. Students, when they return, must give the instructor written documentation, such as a note from their doctor, which covers the days that they missed. ONLY with documentation will students be granted an excused absence and be able to make up work. Students who submit work early but then miss class on the work's due date will also need to provide some form of documentation for the days missed. Otherwise, the work will not be accepted. Students cannot make up work or receive credit for work with unexcused absences.

ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Near the end of the semester, make-up work may be due in a shorter amount of time. No make-up work will be accepted after 6:00p.m. on December 6.

In some cases, make-up work will involve submitting the original assignment as outlined in the guidelines in the syllabus. In other cases, a lengthier assignment may be required due to the need to include the discussion grade and the written grade. Specific examples of lengthier assignments as make-up work are outlined below.

Make-Up Work When Not Leading Discussion-Book Critiques

For a missed week when the students are not leading discussion for a book, make-up work will take the form of a lengthier critique of four to five (4-5) pages. These lengthier critiques will count as both the weekly critique grade and the discussion grade. All paper guidelines as outlined in the previous section titled Book Critiques apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book Critique= 20 points

Introduce clearly the author's thesis= 5 points

Evaluate the author's supporting examples=8 points

Overall impression of the book, which should include the reason(s) whether or not the book changed or reinforced students' perceptions of historical writings and the role(s) of historians= 4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings= 3 points

Make-Up Work for Leading Discussion in a Group-Book Critique

For a missed week, when students are leading discussion, they will need to submit a lengthier critique. Make-up work will take the form of a lengthier critique of five to six (5-6) pages. This critique will count for both the leading discussion grade and the weekly critique grade. All paper guidelines as outlined in the previous section titled Book Critiques apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book Critique=25 points

Introduce clearly the author's or authors' thesis=6 points

Evaluate the author's or authors' thesis, themes, and supporting examples=10 points

Overall impression of the book, which should include the reason(s) whether or not the book changed or reinforced students' perceptions of historical writings and the role(s) of historians =5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=4 points

Make-Up Work for Short Presentations

For a missed short presentation, students need to submit a critique. Make-up work will take the form of a critique of four to five (4-5) pages, be double spaced, use one (1) inch margins, and be typed in twelve (12) point Times New Roman Font. The critique should discuss the two articles that the student would have presented as well as the other assigned readings. These critiques count for the short presentation grade and discussion grade.

Criteria for Short Presentations= 10 points each

Clear discussion of the texts' main purpose, including the thesis=4 points

Evaluate the author's or authors' supporting evidence=4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

Make-Up Work When Not Leading Discussion-Book Reviews

In this course, make-up work for book reviews will take the form of a lengthier review of four to five (4-5) pages. These lengthier reviews will count as both the review grade and the discussion grade. All paper guidelines as outlined in the previous section titled Book Reviews apply to make-up reviews. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book Review= 20 points

Conforms to the style and discussion of topics as reviews in the journals consulted=10 points

Overall impression of the book, which should include the reason(s) whether or not the book changed or reinforced students' perceptions of historical writings and the role(s) of historians=7 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Historical Topic Presentation

Should students miss both opportunities to present on a historical topic, then students will need to schedule a make-up presentation with the instructor. All requirements for the presentation remain unchanged, and as with other make-up work, the presentation must be delivered before 6:00p.m. on December 6. There is not an option for a written make-up assignment in lieu of the presentation.

Incompletes

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

Withdrawal, Drop Dates, Assignment Due Dates, and Important University Dates

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is the students' responsibility to withdraw from a class. Also, it is the students' responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

Plagiarism

Plagiarism is copying or using the words or the ideas of another individual(s) and submitting that work as one's original work. Material taken from any source, including books, articles, journals, the Internet, or any other sources, must be paraphrased (put in your own words) and cited correctly (refer to individual assignment guidelines) and if quoted, set off in quotation marks, and cited correctly. Plagiarism will be emphasized on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, then students should ask questions via email or make an appointment to discuss concerns with the instructor.**

Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment. SimCheck in Canvas will check assignments for plagiarism. Students who receive a mark of fifty percent (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (fifty percent (50% F) or lower) for an assignment when there is evidence that the plagiarism is from a purchased paper or when there is evidence of blatantly copying sources or material without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

Cheating

Cheating is assisting other students with completing class assignments. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

Academic Integrity

For more information about Academic Integrity and students' responsibilities regarding academic integrity, please review the information at <https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Other Technology Support

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

Email: 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.*

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum

computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#)

Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed 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. A&M-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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct.

When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),
[https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If

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

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information.

Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to

all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>.

In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 A&M-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 24 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 virtually through WebEx, Microsoft Teams 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 A&M-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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].