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History 391: Historical Skills and Methods [WI]

Purpose and Philosophy

This course is meant to sharpen your tools of historical thinking, investigation, discussion, and writing. Your progress and success depend on practicing and mastering simpler tasks early in the semester that support more complex ones later. Informal writing and exercises come early, papers later in the semester. Along the way, I will demonstrate key skills and invite you to practice these same skills.

Ideally, there is a big payoff here:

1. You will get more out of all your history courses, because you will understand more clearly how historians interpret and reconstruct the past.
2. With each student putting their best energies into the class, everyone will benefit exponentially.
3. In preparation for HIS 411, the capstone research course (391 is the prerequisite) I promise here that you will learn a lot more about research, which can be applied to any sub-field of history.

History is everything that happened in the past, right? How could we ever know that? We need to discern, interpret, and express a pattern of meaning, a story, a *reconstruction* of past events that satisfies our thirst for explanation. We must ask informed questions, select evidence, assign weight and proportion to pieces of evidence, plot an engaging narrative, analyze causation, change, and continuity, and provide context that helps explain why events took the course they did. All histories have beginnings, middles, and ends. They incorporate narrative, description, exposition, and argument.

Primary Sources: Historians and history students reconstruct plausible and compelling interpretations out of "the historical record" of primary sources. These are simply everything recorded or produced by past actors that is preserved or can be recovered (i.e. they are "primary" to the events and characters themselves). Primary sources bring past actors alive and challenge us to understand their world through their eyes. They are the flesh and blood of the recoverable past.

Secondary Sources: scholars and talented writers can help us understand the bigger picture, and can help us formulate better, more informed questions. To understand past actors more fully, we must turn to scholarship and secondary sources for *contextualization*. We must understand something of the world that produced them, the world they spoke to in the sources that survived them, and the understandings they shared with people who may be utterly unlike us.

Take historical perspective. We are of a different time (not in every way better). We can never know them fully. But we have something they lacked: the precious gift of hindsight into their uncertain future, which is our partially understood past.

Historiography. The study of historical writing and reconstruction by scholars living in different eras is called "historiography." We will spend a lot of time learning how to discern a scholar's thesis, theories of history, main points, and evidence. You will learn to identify and appreciate alternative frames of reference and biases, helping you to pose new and better questions. I am assigning a fairly practical hands on guide that actually asks you to do history in a variety of ways.

What to tell relatives who don't think History is practical: The abilities to focus on a problem; cut away extraneous and distracting information; learn from experts and others who have looked at the problem (without totally buying their solutions); and then find reliable more direct kinds of evidence – these are all in great demand in an

increasingly knowledge-based economy and an ever problem-based globe. History ought to help you sort out real causes from fake causes to develop effective solutions. It ought to help you see and understand people first in the context of their life experience and culture. It ought to gradually have taught you that most human life is filled with conflict, that nonviolent conflict is preferred, that problems ignored or delayed don't go away, and the ability to accommodate everyone without violence is limited, but essential.

"Change does not roll in on the wheels of inevitability, but comes through continuous struggle." - Dr. Martin Luther King, Jr.

"Doing History" Components Defined

Historical interpretation, consciousness, research, analysis and thinking, writing and presentation, all are part of the historical profession and what most Americans and world citizens do with the past anyway.

Historiography: History, not as settled facts and dates, rather as interpretation that changes over time with new people, new present concerns and political contexts, revised judgments of who matters in history, and new evidence. Best revealed in professional scholarly writing but also evident in journalism such as the 1619 Project, which asks us to center the role of enslavement in the nation's founding.

Historical Identity or Consciousness: the sense of self in time with personal memory and attention to elder memories stretching back. Can relate to family history, informed also by community, state, nation. Varying degrees of awareness or concern with legacies of oppression or conscious or unconscious inherited privilege. Related to the "cultural curriculum" of knowledge of the past acquired through family, church, community events, commemorations, rudimentary schooling. Also can be politicized by partisanship and nationalism, or acquired membership in organizations with vested ideologies.

Historical Searching: information literacy and informed judgments about the reliability of sources, primary and secondary. Skilled use of research databases, archival collections, existing scholarship with a view to asking truly informed questions.

Historical Thinking: Routine attention to problems of causal and multicausal explanation. Discernment of persistence and change, which often involves analysis of just what changed and what persisted in any given time. Contextualization as interpretation of a decision or event in as full terms as possible in relation to the experiences and values of those who lived the past. Relevant analogies with present choices not tainted by presentism or false "lessons of the past."

Historical Writing: flexible use of narrative, description, analysis that follows rigorous thesis development supported by concrete evidence, documentation.

Historians research, analyze and write about the following sources, all of which will appear at some points in the course (I will tell you when!):

Scholarship

Journalism

Film, Documentary, and "Based on True Events" Feature Film

Photography

Oral History

Personal Letters and Diaries.

Legal cases, famous and/or constitutional.

Official Records of Organizations, Governmental and Nongovernmental.

Objects.

"Memory" Sites: Manifestations of often contested popular "memory" in monuments, textbooks, historical or investigating commissions,

[Essential Glossary of Identity, Bias, Diversity, Oppression, Privilege, Resistance, and Inclusion Words and Definitions](#)

[\(Washington University, St. Louis\).](#) Serious definitions of diversity and inclusion against the current attack on "wokeness."

Learning Goals for History Majors: Thinking in Time

Consider the recently revised History Department goals for your education. What do they mean? These generalizations encompass the many time periods, locales, questions, and methods that you find in this department and in historical writing generally. History Graduates will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.[Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Research]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

This class focuses on Department goals LG2 and LG3, with a significant exercise in LG4. Since these aren't abstracted from the sense you make of the past, LG1 will be relevant to the degree that understanding context matters. Statements about causation, continuity and change, the scope of human agency and the power of systems and structures are all, of course, *analytical* actions, involving thinking with evidence.

Student Learning Outcomes Aligned with Assessments and Assignments

Student learning outcomes	How assessed and measured	Teaching and learning activities
<p>Information Literacy. Search, identify, and evaluate primary and secondary sources. [Way beyond Google Searches or reliance on Wikipedia or .com web sites]. Secondary Sources: Historians record their best work in journals and books and encyclopedias that stand up to evaluation by other experienced historians. Primary Sources: The best are those closest to the originals, or those professionally edited by people qualified to know what not to leave out and how to provide context]. Consistently practice full and accurate citation.</p>	<p>You will get feedback on newspaper and magazine searches on diverse subjects, your ability to communicate main ideas through concise synopses and provide pertinent citations. (See below for primary and secondary analysis).</p>	<p>Exercises, collaborations, and recorded webinars on using ProQuest Historical Newspapers, Reader's Guide Retrospective, HathiTrust.org. Practice practice following reading and recorded webinar on Searching WorldCat, on Library of Congress Subject Classifications, on using book reviews, and skimming and scanning introductions, conclusions, and footnotes for "thesis level" statements.</p> <p>Workbook exercises on library skills.</p>
<p>Historiography. Define and illustrate key concepts in the sub-fields of social, political,</p>	<p>Scored short response posts on Witch Craze, Declaration of</p>	<p>Discussion of competing Key elements of interpretation and</p>

<p>and cultural history. Explain how historical understanding has advanced through testing old interpretations against new evidence, or reinterpreting old evidence in light of new questions and theories. Explain how scholarly point of view can shape interpretations and research methods, questions and answers.</p>	<p>Independence Progressivism, Appeasement.</p> <p>Feedback on a short essay evaluating two positions on Truman's decision to drop the atomic bomb.</p> <p>Historiography paragraph in final paper.</p>	<p>key points of evidence. Mini lecture on topics such as racism, student protest, appeasement, the atomic bomb and its contexts-- the end of World War II and the beginning of the nuclear arms race.</p>
<p>Past and Present. Identify and explain how the questions people ask of the past are shaped by changing concerns, ideas, and values among different generations and subcultures. Discern and examine how present values might distort the past or lead to snap judgments about people without fully understanding their lives on their terms. (If we include in our thinking the understanding that <i>their future is our 20/20 hindsight</i>, we are taking historical perspective).</p> <p>Debate valid and invalid analogies or "lessons" of the past for the present.</p>	<p>Feedback on student analysis of historians' opinion editorials and policymakers' use of analogies in foreign policy.</p>	<p>Students will read assigned and also locate opinion editorials from historians and others that make connections and draw lessons from the past for burning issues of today: pandemic, unemployment relief, racial justice.</p>
<p>Assessing Scholarship. Locate, summarize, and analyze original scholarship written by professionally trained historians. Accurately summarize the thesis, argument, and "limited interpretive generalizations" that are historians' stock in trade.</p> <p>Identify and analyze scholars' concepts, methods, sources (as seen in their footnotes), conclusions, possible biases or "frames of reference."</p>	<p>Workbook exercises on thesis identification. Short exercises on annotation of scholarly articles and arguments.</p> <p>Comparison of critical cultural analysis of Vietnam memory with 2 Vietnam films: The Green Berets and Platoon.</p>	<p>Students will discuss what distinguishes scholarship from other genres of historical understanding or ways of knowing the past: "collective memory" in popular culture and official commemorations; the "cultural curriculum" promoted in families and community settings, including schools; individual remembrance in memoir and oral history; for-profit history in entertainment (books and films); public history in museums and other venues</p>
<p>Primary Source Analysis. Locate and contextualize primary sources. Describe and explain levels of meaning in original historical texts – words, images, artifacts – in terms of identity, audience, social context, and contexts of shared meanings. Identify appropriate</p>	<p>Workbook exercises. Short writings posted in Canvas on diverse dives into primary sources such as the Kent State shootings of 1970 or the WPA Slave Narratives of the 1930s..</p>	<p><i>After the Fact</i> chapter on slave narratives; Salevouris writing exercise on German student World War I soldiers; disparate Kent State 1970 source exercise; Letters to Franklin and Eleanor from the <i>Down and Out in the</i></p>

<p>subtexts, i.e. unstated shared assumptions.</p>	<p>Q and A and breakout groups producing Google Docs.</p> <p>Mini lecture that “scaffolds” the questions I regularly ask of primary sources.</p>	<p><i>Great Depression.</i></p>
<p>Inference and Corroboration. Identify and explain contradiction, agreement, conflict and consensus in differing original historical texts, in terms of bias, social and political context, and culture. Use corroboration to establish facticity. Draw upon contextual knowledge to situate and explain the explicit meaning (text) and implicit assumptions (subtext). Make inferences from limited or ambiguous sources, when conclusive evidence is lacking. Evaluate these historical sources in terms of plausibility, trustworthiness, and accuracy. Corroborate facts and points of view by comparing primary sources with each other and with other sources.</p>	<p>Comparative document analysis on the 1963 March on Washington. Short writing.</p> <p>Comparative document analysis on Congressional debate around the 1924 immigration act.</p> <p>Workbook exercise on British “appeasement” of Hitler in context of the 1930s.</p>	<p>Assigned primary source readings. Optional readings organized by folder. Scholarly encyclopedia and original articles contextualizing problems. Mini-lectures and zoom discussion.</p>
<p>Historical Thinking. Identify and explain causation, multiple causation, change and continuity in historians’s writings. Practice deploying these concepts in your own writing.</p>	<p>Workbook exercises assessing, highlighting, and labeling sample paragraphs.</p>	
<p>Posing Research Questions. As a result of all of these skills, formulate, and refine questions that might lead to focused, researchable, interesting, and original writing. These will be inspired by reading primary source documents, considering historians’ interpretations, examining your own inherited assumptions, and questioning ideas and myths present in the culture.</p>	<p>Weekly student questioning at the end of various writing or workbook exercise assignments.</p> <p>1. Does your question grapple with some of the core puzzles and mysteries we consider each week, showing comprehension of the major concepts? 2. Is it an <i>informed</i> question about specific people or events or decisions or alternative interpretations? 3. Does it imagine or identify actual sources to start such an inquiry?</p>	<p>Scaffolding research questions into mini lectures organized around problems of explanation and shifting interpretations over time. [i.e. what does considering interviews with formerly enslaved in the 1930s lead us to questions about race and poverty in the Great Depression, not just slavery before the Civil War]</p>
<p>Research and Record. In relation to clearly posed research questions, extract useful evidence from several sources.</p> <p>Practice careful note taking,</p>	<p>Canvas entries of selected notes pertinent to Professor or student generated questions.</p>	<p>Student Google Doc collaborations on annotating and paraphrasing original and scholarly materials.</p>

<p>employing summary, paraphrase, selective quotation, and commentary. Keep in mind: you will always be answering a clear question, solving a problem of interpretation.</p> <p>Avoid plagiarism, which often derives from failure to appropriately distinguish between your own paraphrase and direct quotes.</p>		
<p>Distinguish Modes of Historical Writing. Identify and employ different writing strategies: description, narration, exposition (or explanation), and argument (sustained thesis development with a potentially controversial point of view).</p>	<p>Workbook exercises identifying writing in different passages. Marius and Page chapter.</p>	
<p>Writing Up Research Findings. Interpret the past in ways that explain change, causation, context, contingency, agency. Synthesize evidence and communicate research findings effectively in writing and orally.</p>	<p>Final research paper</p>	

Learning Resources for Students, Support, Accommodations

My Commitment: I believe in your success as a student and will adapt my instruction to ensure your success. I vary teaching methods to ensure that our courses are accessible to all students. If you need any accomodation, be sure to go through the [Office of Accessibility Resources & Services](#) and communicate with me how the accomodation is going.

I do not shy from difficult topics, but want to promote a safe climate where we examine events and conflicts from multiple cultural perspectives.

How do we do this through Canvas, and Masked-Socially-Distant-Face-to-Face classrooms? I need your help in gaining insight into what does and does not work for you. So there is a [permanent suggestion thread](#), or comment thread.

Campus Resources: There are campus resources for enhanced learning.

[The University Speaking Center](#) Read their invite. Kim Cuny, who runs the place, has created one of the most caring spaces on campus, and her distinguished research and publication record hint at how professionally first-rate they are.

[The University Writing Center](#) Everybody needs help in one way or another. They are open for online sessions. They can help when you might feel intimidated or put off by a professor, and a professor might refer you to them, especially if we see that you need to catch up and refine the basics.

[Office of Accessibility Resources & Services](#) These are the folks to talk to about learning accommodations. From someone who struggled with a "handicapped" identity as a child, and someone whose PhD would not have been possible without Stanford University's Disability Support Office, I know that everyone is a package of flaws and strengths, and that everyone has a right to an environment that fosters their strengths and helps them surmount obstacles.

On Masked Classes. The university requires students to mask and social distance but leaves it up to instructors as to whether they mask or deem it safe and more effective to unmask and avail students of all the nonverbal cues we usually rely upon. There is an anonymous comment board for you to express your views. I will have a room air filter and will lecture without a mask, putting mine on if I get closer than ten feet.

The moment calls us to a new level of self-awareness, new ways of managing our own feelings and expressions, and a new level of social awareness, without all the verbal and nonverbal cues we are used to deploying.

[University Counseling Center](#) Everyone experiences periods of crisis, in physical and mental health. Make use of this University resource. I have referred many students. With the overlapping health, political, and economic stress we are going through, we have seen an uptick in stress, anxiety, and depression. No surprise there. Learn about how to cope with these stresses and support others. The most comprehensive discussion I've seen is [here](#).

Netiquette 101 for History 391-2

Netiquette refers to "etiquette," or the proper way to conduct yourself, online. You may refer to me as "Dr. Jackson," "Professor Jackson," or in email correspondence, "TJ." Click through three tabs below.

- [Email Netiquette](#)
- Always include a subject line
- Include your course number and section. Professors teach multiple courses with many students. The more specific you are the better.
- Be careful with wording. Without facial expressions, some comments might be taken the wrong way.
- Use standard fonts for easy readability. Size text appropriately. Avoid special formatting like centering, audio messages, tables.
- If you have a question that might be answered by the syllabus, a rubric, or the class questions thread, look there first.
- [Discussion-Group Chat Netiquette](#)
- You may have to make an original post before you can view others.
- Always make a well thought out post your response. Don't just write "I agree!" Or "Ditto."
- Maintain threads by using the Reply button unless required by instructor.
- Be respectful of others' ideas and comments, but don't hesitate to disagree.
- Do not make insulting or inflammatory comments. Stick to the evidence and clear expression of ideas. Take issue with people's expressions not personalities or identities.
- Be positive and constructive. Respond in a thoughtful and timely manner, not after the discussion has run its course.

Other Netiquette Tips

- Do not say anything you wouldn't say to a person's face, or that you wouldn't mind having anyone read. When you write in cyberspace, you don't have control over where your words might go or who will see them.
- Accordingly, especially if you are in distress, do not reveal or disclose more information than you would want others to read. There is a place for confidential emails and conversations.
- Don't expect instant responses. It's appropriate to limit your online time.
- Capitalize words only to highlight important points for title your comments. Capitalizing whole words that are not titles is generally called SHOUTING. Bold or *italics* work better and are not off-putting.
- All quotes and references should be appropriately cited.
- Sarcasm and humor have their place in face to face interactions, but without these your jokes might be viewed as unwarranted criticism.

Required Texts, Key to Citing Sets and Exercises in the Salevouris Workbook, Strategic Reading Tips, and Time Commitment

Required Reading (Available for purchase in the bookstore and on line). Make sure you have these in paper or in cases of accommodations, readily accessible electronic form . I will comment on how you highlight and annotate texts, and help you with those foundational skills. This is an ebook and you are allowed to download from that ebook.

Salevouris, Michael J., and Conal Furay. *The Methods and Skills of History: A Practical Guide*. 4 edition. Wiley-Blackwell, 2015. This has a lot of great exercises; Assignments come in SETS and EXERCISES, and "Set A. Exercise 1." will be referenced in this syllabus by "A.1." followed by page numbers. Examples: A.1.25-30. Or selected items within a set rendered as A.1.C-D.25-27, which means Set A., Exercise 1., Items C through D., pages 25-27.

Downloadable short .pdf documents and web pages.

There will be a Course Reader ("The Red Reader") of supplementary readings for purchase (*I will inform you when it is ready and needed*) at Copy King, 611 W. Gate City Blvd.

Strategic Reading: Practice strategic reading, i.e. *preview* and *highlight* main ideas and turning points evident in paragraph transitions and sub-headings. Find that paragraph early on that encapsulates the structure of the whole. Be able to summarize the thesis and supportive ideas and evidence. Especially *preview first* the conclusion, which is meant often to wrap up the puzzles and contradictions and offer an at least partial resolution. If the reading is long and time is short, *skim* and *scan* for details that answer a question. See also ch. 8 on reading in the text.

Time Commitment: Generally the University assumes that you will spend two hours for every one hour of class time. *Block that six hours out in your calendar*. Your time investment will reap dividends far beyond this course or grade. Approach the week or module as a whole in advance, by surveying the readings and questions first, and watching my course "run-through" videos in the Canvas LMS. Then allocate hours of preparation, and dig in, with the intensity that you bring to those things you have done that you do best (sports, music, parenting, whatever)!

Assignments, Grade Weights, Grade Scale

Remember, this is a Writing Intensive Course, but I've made every effort to keep writing a habit and assignments pretty short, until the final paper.

I. Participation and Preparation (20%) Preparation as demonstrated by active speaking, cooperation, and respectful debate, is essential. The University states that a 3 credit hour course will involve 6 hours of preparation outside of class. Though this is not a speaking intensive class, I regard regular verbal participation as a crucial skill. I make notes right after class. *You will receive points on quality more than quantity of your remarks; long-winded and off-topic comments won't gain you points*. Rather I will reward how well you satisfy:

1. *The relevance* to the question under discussion.
2. *Historical thinking*, the application of concepts and principles to cases.
3. Your ability to *cite specific pieces of evidence* to illustrate your points.
4. Constructive responses, agreements or disagreements that show you are listening to your classmates. Get in the habit of talking to each other (while the class can hear you), and not simply at me.

Participation can be extended outside of class when I post optional discussion boards or when you comment on another person's post. I will also see evidence of cooperation in collaborations on Google Docs, sometimes bibliographic, sometimes sharing your responses to Exercises or Writings Prompts.

At times, you will be asked to pose an *informed* and researchable question, and justify its significance in terms of what you have learned and what remains a mystery that week. These responses will be available to all when you consider formal final projects. Guidelines for "informed" questioning: What problems of explanation capture your imagination? 1. Does your question grapple with some of the core puzzles and mysteries we consider each week, showing comprehension of the major concepts? 2. Is it an *informed* question about specific people or events or decisions or alternative interpretations? 3. Does it imagine or identify actual sources to start such an inquiry?

II. "Exercises" from the Textbook, Referenced Throughout the Course as "Salevouris" (25%) – (Categorized in Canvas as "Exercises" and Always Submitted in Canvas BEFORE class, Unless Otherwise Requested): Exercises generally will be scored by letter on a 10 point scale. These can be very "chunky" or "granular," so pay attention closely to my explicit instructions.

Usually there will be a text box in Canvas, or opportunity to upload digital pages from the textbook, or formats that mirror your textbook exercises. Even if you hand write in the book, you can upload scans to Canvas using phone apps like CamScanner or HandyScanner. Please don't email me any assignments. If it is not up in Canvas, you will not get feedback or a score. Except for the final project, collecting papers does not work for me any more – time consuming to collect and hand back, and a lot of folks don't understand my handwriting!

Crucial! Learn my coding system for assigning specific exercises and often only the best parts of exercises: Textbook assignments are organized in SETS and EXERCISES, and "Set A. Exercise 1. Example 2,5,7 only, on pages 25-30" will be referenced in this syllabus by "A.1:2,5,7;25-30" Sometimes selected items within a set rendered as A.1.C-D.25-27, which means Set A., Exercise 1., Items C through D., pages 25-27 (page numbers are usually the best way to quickly access).

III. "Writings" -- Responses, Blog Posts, Annotations to Collaborative Bibliographies—Analysis of Scholarship or Primary Sources in the Case Studies— sometimes only 200 words, sometimes 1-2 pages, 300-500 words, weighted according to difficulty (25%). (Categorized in Canvas Gradebook as "Writings")

Writings will be between 10, 15, and 20 points, depending on complexity. and length. These will be more formal but still short Canvas text box, discussion post, or file upload assignments, or Google Doc Collaborative contributions, often asking you to synthesize insights from the case studies, sometimes asking you to show the results of your own literature searches.

Participation in class and discussions will be scored 4 times and carry between 15% and 20% of the value in each unit.

NOTE: For II and III, Exercises and Writings, there will be about 11-12 opportunities to post. I will count the best 8 of these. Don't skip them, but if you miss one, just move on and keep up with the class. Sometimes, people really fall behind, and luckily we have a Graduate Course Assistant this time. You will see in Canvas MAKE UP OPPORTUNITIES from time to time.

IV. Little Papers 3-4 or 4-5 pages 10%. There will just be two of these, warm ups for "doing history" in the final month, or the result of your extra "optional" reading or research and a "3 minute thesis" report to the class.

Bonus point opportunities will be scattered throughout and generally will be added to existing assignment scores.

V. Final Project: (20%) 8-10 pp. Unit on the 1960s Black Freedom Struggle will culminate in a 8-10 page paper based on interpretation of primary sources and guided by scholarship. You will pick from a list of options or propose to me your own approach, subject to approval and provided it falls within the scope of the unit.

Due Dec 7 (80 years since Pearl Harbor) at 6:30, on Canvas and perhaps paper copy to me (this is near the end of the final exam period. There is no final exam). A thoroughly researched, clearly narrated, well explained examination of a focused problem in the final month's unit on the civil rights movement and civil rights policy of 1963-1965, when the Black freedom struggle finally became a mass movement.

Grade Scale:A (93 and above), A- (90-92); B+ (87-89), B (83-86), B- (80-82); C+ (77-79), C (73-76), C- (70-72); D+ (67-69), D (63-66), D- (60-62); F (less than 60, unacceptable work).

Citations and Plagiarism

Citations: In formal writing that reflects your discoveries, you will be using full citations in Chicago Style endnotes (also known as Turabian). You should learn them as you go along or try to memorize as much as you can from any of three sources. Mary Lynn Rampola, *Student's Guide*, is a great place to start but citation guides abound in the library and web. Quick Guide to [Citation](#) in Chicago/Turabian style, and [Plagiarism](#).

Plagiarism: Plagiarism is a serious offense of the academic code and is treated as such by faculty. Do your own work and clearly cite any sources you rely upon for your information. Familiarize yourself with the responsibilities of the instructor and the options we have under the university's academic integrity policy: <http://sa.uncg.edu/handbook/academic-integritypolicy/>. I will report violations of the honor code to the Dean of Students through one of the two paths explained on the website. Both involve initial conferences with me for which you will have time to prepare, then move to agreed penalties, or mediation of the Academic Integrity Board. Watch: Plagiarism 2.0: Information Ethics in the Digital Age [Plagiarism 2.0 Video](#) (Beware specifically "Patch Writing" a form of plagiarism that plagues undergraduates, starting at 4:30 in the video). See also chapter from Rampolla at top of Canvas page. Turnitin is a software program attached to Canvas to clue you and your professor into possible plagiarism.

Schedule of Class Meetings and Assignments (Full Assignments in Canvas, Subject to Some Changes, Announced Well in Advance)

Aug 16, 2021	Dr. Jackson's Welcome -- How I "Came to History"
Aug 17, 2021	Introduce yourselves via video to the class in Two minutes or less! Tell us how you "came to History." Learn everyone's names, masked and unmasked. Welcome each other with comments.
Aug 19, 2021	Why Study History? The Uses of History and the Biases of Historians--Read Directions Carefully and do all parts (4 parts: 1; 1.2; 2; 3) on one assignment page
Aug 24, 2021	History, Historiography, and "The Disciplines"
Aug 26, 2021	Scholarship: Reading for the Thesis, Identifying Bias, Taking Accurate Notes
Aug 31, 2021	Scholarly Interpretation and Multiple Causation in the Salem Witch Trials
Sep 2, 2021	Republicanism and Independence -- From Intellectual to Social History, From the Ideas of Elites to the Actions of the Unlettered

Sep 7, 2021	<u>Synthesis: The 1619 Project: The New York Times, Slavery, a new Anti-Racist Curriculum, and Historical Criticism</u>
Sep 9, 2021	<u>Recovering Enslavement and Emancipation from Below, Through Oral History-- Interviews, Their Social Context, and "Splits" in Collective Memory</u>
Sep 14, 2021	<u>Evidence and Inference—Students Protest the U.S. Invasion of Cambodia--Kent State 1970-- Student Testimony, Journalism, and Official Investigations</u>
Sep 16, 2021	<u>Historical Thinking: Continuity, Change, Multiple Causation, Contextualization</u>
Sep 21, 2021	<u>Historical Thinking: Contextualization -- Appeasement at Munich -- Context and Reverberations -- Dispelling False Analogies</u>
Sep 23, 2021	<u>Some More on Historiography--Frames of Reference, Interpretation and Generalization-- Organizing Ideas and Factors of Change</u>
Sep 28, 2021	<u>Now Write a Little History (From a Frame of Reference) -- German Soldiers in WWI -- Thesis and Evidence, Paraphrase and Quotation--500-600 words</u>
Sep 30, 2021	<u>Seeing and Reading: Urban Inequality and the Birth of Photojournalism--Notes and Argument from Primary Sources in Context</u>
Oct 7, 2021	<u>Famous Murder Trials: Sacco and Vanzetti: Americanization and Nativism in the "Tribal Twenties"</u>
	<u>Getting Past the Textbook to Difficult Pasts: The Progressives on Race and Socialism</u>
Oct 19, 2021	<u>Information Literacy: Finding Reliable and Complete Sources Online and Through Jackson Library</u>
Oct 21, 2021	<u>391 Dust Bowl, California Migrations, and Counting the Great Depression -- TO BE TWEAKED</u>
Oct 28, 2021	<u>Women and Popular Culture: The Power of the Media</u>
Nov 2, 2021	<u>Vietnam, American Amnesia, and Filmic Narrative</u>

Nov 4, 2021 [Incident at Son My: The Load of Responsibility](#)

Nov 9, 2021 [Nov 9-23 Graduated Assignments on Civil Rights Movement and Policy leading to final project-- To Be Announced Soon!](#)

Nov 11, 2021 [The Mass Civil Rights Movement Hidden Right Under Our Eyes: Greensboro 1963 -- And See the Amazing Research Opportunity Herein](#)

Nov 23, 2021 [Preliminary Bibliography and Questions for the 8 page paper on 1963-1965 "Negro Revolution" Due](#)

Dec 7, 2021 Assignment [8-10 page paper on 1963 "Negro Revolution" Due](#)
