

HISTORY 391–Historical Skills and Methods

Spring 2017

Charles Bolton

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Office Hours: 12:30 – 1:30 M, 11-12 W, or by appointment

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Readings

Available at the University Bookstore (and many other locations):

Michael J. Salevouris, The Methods and Skills of History: A Practical Guide 4th ed. (Salevouris)

Michael C. C. Adams, The Best War Ever: America and World War II (Adams)

Student Learning Goals

Upon successful completion of this course, students should be able to :

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures.
2. Find, interpret, and evaluate historical sources.
3. Use historical thinking to contextualize and analyze primary and secondary sources.

Schedule

January 23

Historical Thinking

Assignment: Read Salevouris, 1-8, 13-20; Dower, “Lessons from Japan About War’s Aftermath” (Canvas—Files)

January 25

Historical Thinking: Continuity and Change

Assignment, Read Salevouris, 27-35; Adams, ch. 1

January 30

Historical Thinking: Multiple Causality in History

Assignment: Read Salevouris, 43-54

February 1	<p>Historical Thinking: Context</p> <p>Assignment: Read Salevouris, 65-71</p>
February 6	<p>History Writing</p> <p>Assignment: Read Salevouris, 83-90; Chicago Manual of Style, “Quotations and Dialogue” (Canvas—Files)</p>
February 8	<p>History Writing</p> <p>Assignment: Read Salevouris, 241-248</p>
February 13	<p>History Writing</p> <p>Assignment: Paper based on Salevouris, Ch. 6, Exercise 3A due. Read Salevouris, 295-298</p>
February 15	<p>Finding Information: The Library Presentation by Lynda Kellum, History Librarian, UNCG. Meet in Jackson Library at the CitiLab (across from the Circulation Desk)</p> <p>Assignment: Continue reading Adams</p>
February 20	<p>Finding Information: The Library</p> <p>Assignment: Read Salevouris, 103-109. Meet in Jackson Library, near the Circulation Desk on the first floor.</p>
February 22	<p>Finding Information: The Web</p> <p>Assignment: Read Salevouris, 109-114</p>
February 27:	<p>Finding Information: The Web</p> <p>Assignment: Read Lang, “Fake News, Ads Dupe Internet-savvy Students, Study Finds” (Canvas—Files). Rewrite of Salevouris, Ch. 6, Exercise 3A due.</p>
March 1	<p>Reading History</p> <p>Assignment: Read Salevouris, 131-139; Charles C. Bolton, “Mississippi's School Equalization Program, 1945-1954: ‘A Last Gasp to Try to Maintain a Segregated Educational</p>

System'" Journal of Southern History 66 (November 2000): 781-814 [JSTOR].

March 6

History on Film

Assignment: Read Salevouris, 151-163; Karnow, "JFK" (Canvas—Files)

March 8

History on Film

Assignment: Submit critical book review of Adams, The Best War Ever (2-3 pages), using guidelines in Salevouris, 138-139

March 20

History on Film

Assignment: View Episode 1 ("A Necessary War") from Ken Burn's documentary film, The War (online—UNCG)

March 22

Analyzing Historical Evidence

Assignment: Read Salevouris, 170-177

March 27

Analyzing Historical Evidence

Assignment: Submit Comparative Film Analysis, using form provided

March 29

Analyzing Historical Evidence and Developing Historical Questions

April 3

Analyzing Historical Evidence and Developing Historical Questions

April 5

Analyzing Historical Evidence: Oral Histories

Assignment: Read Salevouris, 197-203

April 10

Analyzing Historical Evidence: Quantitative Data

Assignment: Read Salevouris, 203-206

April 12

Analyzing Historical Evidence: Photographs and Other Images

Assignment: Read Salevouris, 207-210

April 17	Developing Historical Interpretations Assignment: Read Salevouris, 217-226
April 19	Developing Historical Interpretations
April 24	Doing History Assignment: Read Salevouris, Appendix A
April 26	No class (work on final project)
May 1	No class (work on final project)
May 4	Submit Final Project

Grading

Your final grade will be determined as follows:

Class Participation	15%
Salevouris and Other Exercises (9)	20%
Final Project	25%
Paragraph Writing Assignments (3)	5%
Short Paper and Rewrite	15%
Comparative Film Analysis	10%
Critical Book Review	10%

Grading Scale:

A+: 99-100	
A: 93-98	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: 59 and lower

Class attendance and participation

This course requires your active participation, so regular attendance is expected. You are allowed two unexcused absences in this class. Excused absences, such as for illness or emergency, require documentation. Every unexcused absence after two will lower the student's

final grade by one letter grade. Frequent tardiness is not allowed. Two tardies will count as one unexcused absence.

Salevoiris and other classroom exercises

Most of these exercises will be completed in class. The two lowest grades (including grades for any in-class exercises you may miss for unexcused absences) will be dropped. If you miss one of the in-class exercises and have an excused absence, you will have an opportunity to make-up the exercise.

If you miss any of the three in-class paragraph writing exercises and have an excused absence, I will average the remaining assignments in arriving at this portion of your grade.

Final Project: Due Date, May 4

Each student should conduct preliminary research on some topic in the broad area of the American experience during World War II. Think about a topic that could be addressed in a paper of roughly twenty pages. Please meet with me to discuss your ideas.

In a 4-5 page paper, include the following: 1) an analysis of the problem or question to be investigated, including any background information necessary to understand the problem/question; 2) a proposed thesis for the paper and several supporting points for the thesis; 3) a discussion of the sources you would use in the research project. You need to include at least three primary sources (text) and three secondary sources. For each source, offer an explanation of the how the source would contribute to the development of the proposed project; and 4) identify one additional primary source that is either oral history, quantitative data, or an image and explain how that source would contribute to the development of the proposed project. Any citations in your paper should be in the form of footnotes, using Chicago Manual of Style format.

Other things you should know about this class

1. **Electronics:** Please turn off or silence cell phones or any other electronic devices before entering the classroom. Checking email, Facebook, etc. during class time is not permitted. At times, you will be directed to use your laptop in class, and I will let you know what days you will need to bring those to class (if you do not have a laptop, we will work around that issue). Any other uses of a laptop computer in class are not permitted.
2. Anyone caught cheating or plagiarizing in this class will receive an “F” for the course. If you are unfamiliar with or have questions about the University’s Academic Integrity Policy, you can find additional information at the following website: <http://sa.uncg.edu/handbook/academic-integrity-policy/>
3. No incompletes will be allowed as final grades for this course, except in the most dire, unavoidable, and tragic of circumstances.