

# **HIS 204 Strom F18**

## **Researching American History**

### **Fall 2018**

**Bush 208**

**Claire Strom**

**CSS 210**

**X2270**

**Office Hours: TTH 1-2 pm, W 2-3 pm, or by appointment—these times will occasionally be cancelled for faculty meetings**

## **COURSE OBJECTIVES**

### **Overview**

This course will teach students how to research and write history papers.

In addition to acquiring a body of knowledge on the history of African Americans from the Civil War to the Civil Rights Era, the students will learn skills: some associated with historians and other more fundamental life skills. The basic tools of historians are documents, and so the class will spend considerable time reading and analyzing such documents. Hopefully, they will learn to identify bias, read between the lines, infer information, and, overall, read primary sources critically.

This ability to read critically will serve them well outside of history classes as will learning how to write clear, concise English, argue a thesis, present supporting evidence, and synthesize information from a variety of sources. These skills will be learned and practiced through three major writing assignments.

Finally, it is important for everyone to be able to talk in public, present one's ideas, argue a point, and listen critically to others. This class, consequently, requires class participation and class presentations. To pass the class, students need to ask and answer questions, debate the teacher and each other, and engage in critical conversations over information and readings. The students will also do at least one presentation on their research.

## **NUTS AND BOLTS**

### **Required Readings**

James Anderson, *The Education of Blacks in the South*

Claire Strom and Annabel Tudor, eds., *Using Diverse Primary Resources to Research US History*

## Grading

The grading for this class will be as follows:

Reading Journal	15%
Paper 1	10%
Paper 2	15%
Paper 3	20%
Peer Assessment	5%
Class Participation	20%
Presentation 1	5%
Presentation 2	10%

Failure to complete any course assignment will result in a failing grade for the class. The grades are weighted, with many more points being assigned later in the semester. The idea behind this is that students will improve as the class progresses. Thus, they will be rewarded for learning as well as for achievement.

Some extra credit will be available. With the exception of voluntary attendance at visiting historians' lectures, all extra credit opportunities will be in class.

## ASSIGNMENTS

### WRITTEN WORK

The majority of students' grades in this class will come from their written work. Students will experiment with different writing styles, together with different rules for citation and reference. Despite these differences, the students will be expected to write accurate, clear, and concise English.

#### ➤ Reading Journal

The students will keep a reading journal. In this, the student will summarize all the assigned readings and reflect on them. The journal is due on BlackBoard at 9 am **BEFORE** the class begins. Late journal entries will be assigned a 0. Students are allowed two late journal. Any subsequent late or missing journals will result in a 0 for the **ENTIRE JOURNAL GRADE**.

The journal is a private, reflective piece of work, and as such, different writing rules apply. Although it should still be written in correct English, without slang, a more informal writing style is appropriate, with use of the first person, contractions, and idioms being acceptable.

#### ➤ Research Papers

Each student will write three research papers on some aspect of the history of African American education. Each paper will be written slightly differently, with specific instructions to follow. These deadlines in the syllabus are not flexible.

**A and B grades are ONLY available to students who follow the specifications listed below.**

- Paper must have a clear, argumentative thesis that is supported by the body of the work.
- Papers must be at least 1,250 words long, excluding notes.
- Papers should offer argument supported by specific example—incidents, events, dates, places, names, statistics, etc.
- Papers, notes, and bibliographies must be double-spaced, with one-inch margins, page numbers, and bibliography.
- Papers should not have basic grammatical errors, such as comma splices, dangling participles, lack of agreement between verb and subject, incorrect tenses, random capitalization, contractions, or slang.
- Papers should avoid the use of the passive voice. Make sure your sentences have an actor for the verb.
- Papers should not use the first person or the construction “one must look . . .”
- Papers should be written in the past tense—this history after all.
- Papers should have clear theses, topic sentences, paragraph foci, and transitions from one subject to another.
- Papers should not quote extensively from historians. All quotations should be primary with the exception of pithy or controversial academic commentary.
- Papers should have footnotes.
- Papers should have a bibliography starting on a new page.
- All sources of information, ideas, and quotations within the paper must be cited.
- Papers should conform to *Chicago Manual of Style* 15<sup>th</sup> ed. (see handout).
- Papers should have between ten and fifteen different sources.
- At least eight of the sources should be primary.
- At least five of the sources must be ones acquired separately from the database. For the final paper, at least four of the primary sources must be acquired separately from the database.
- All internet sources must be approved in advance by the instructor.

## **PLAGIARISM**

**Any evidence of plagiarism in any work for this course will result in an F grade for the course.**

**Plagiarism is 1) the intellectual theft of ideas, which you avoid by citing the origins of your information and concepts and 2) the intellectual theft of words, which you avoid both by citing the origin and using quotation marks or paraphrasing. If you use a phrase that is recognizable as coming from another author (maybe as little as three words, depending on the words) and do not put it in quotation marks, you have committed plagiarism. If you fail to paraphrase effectively—your sentence structure remains the same, and you merely change a word or two—you have committed plagiarism. To avoid plagiarism:**

- Try to use as many sources as possible for any one point and synthesize the information from the multiple sources.
- If you are using statistics or facts from another source, convert them into a different framework. So, “10 percent of slaves in Virginia came from Gambia, while over 60 percent came from the Gold Coast,” could be stated as “in Virginia,

most slaves originated in the Gold Coast, with a measurable percentage coming from Gambia.”

- Think about what you need the information for—what is the point YOU are trying to make—this might help you eliminate unnecessary facts and refocus the necessary ones.
- When in doubt about a paraphrase, ask me (at least two class periods before the due date).

## **Late Submission of Papers**

The policy of Rollins College regarding incomplete work states: “A grade of I indicating that the work of a course is Incomplete may be assigned only when circumstances beyond the control of the student, such as illness or necessary absence from the campus, have made it impossible for the student to complete the work of the course within the normal period.” The Department of History adheres strictly to this policy. The Department has also adopted the following regulation to discourage the late submission of coursework. All work must be submitted on the due date announced. The final grade of work handed in late will be lowered by one letter grade (e.g., B- to C+) for each calendar day beyond the due date. Work submitted later than seven calendar days after the due date will be unacceptable and will receive no credit. There will be no exceptions to these penalties.

## **CLASS PARTICIPATION**

The courses’ readings will be discussed during each class period. Discussion necessitates a thorough familiarity with the readings. Therefore, it is imperative that students come prepared each day with the reading assignment completed so that they may participate.

Each student should also be prepared to introduce all, or part, of the assigned readings to the rest of the class. This will involve a brief summary and an outline of the major historical issues and problems addressed.

It should be noted that a significant part of the final grade for this course will be based on contribution to class discussion.

## **BEHAVIOR**

### **Attendance Policy**

This class makes no distinction between excused and unexcused absences. Students should make their own decisions about whether they have a compelling reason to miss class. A student will not fail a course because the number of religious observances and/or college business absences, except if excessive absences make it impossible to fulfill the expectations of the course. The student’s class participation grade in the course, though, may still be affected. For this policy, please see:

[http://www.rollins.edu/catalogue/academic\\_regulations.html#class-attendance](http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance)

The class only meets twice a week. The interaction of the class in dealing with the course material is an essential part of the learning process. Students, therefore, will be allowed no more than two absences. Each absence above the maximum will result in

lowering the final participation grade by one letter grade (i.e. B- to C-). This applies to **ALL** absences, whether through illness, sports, familial commitments, or activities for other classes.

### **Class Behavior**

I expect students to behave in class in a manner respectful to their peers and me. I will not do any of these things in class, and I do not expect any student to do them either. Any student who engages in these behaviors will be asked to leave: arriving late, leaving early, eating, texting, browsing the internet, sleeping. Please turn your phones off before class.

Students are allowed to bring drinks to class.

### **Academic Honor Code Reaffirmation**

<https://www.rollins.edu/honor-code/academic-honor-code/index.html>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

***On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.***

Material submitted electronically should contain the pledge; submission implies signing the pledge.

### **Credit Hour Statement**

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 1/2 hours of outside work for every hour of scheduled class time. In this course, the

additional outside-of-class expectations are reading, writing, and researching.

### **Accessibility Services**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/access> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through *Accommodate* **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

### **Recording Device Use**

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

### **Title IX Statement (updated 7/18/18)**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under

the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit [Rollins.edu/titleix](https://rollins.edu/titleix).