History H217/The Nature of History/Spring 2007/Dr. Ashendel
Thursday 3-5:45
Office: CA 506
Office Hours: Tuesday and Thursday 11:45-12:45 and by appointment
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Required Texts:
After the Fact, complete 5th edition
Nearby History
History on Trial
History Wars
Other readings provided by the instructor

Recommended Text:
The History Student Writer’s Manual

The instructor can change this syllabus at any time.

Course Description: This course is an introduction to the meaning, philosophy, and study of history. Readings and discussion will explore traditional and nontraditional sources that historians use to construct interpretive narratives. This course is a regular offering of the History Department and is required for undergraduate Social Studies Education majors and the undergraduate Museum Studies Certificate.

Course Objectives: As a result of this course students will be able to discuss the evolution of the historical profession, look at the growth of specialized areas of historical research, understand the use of historical methods and how historians “do history,” understand how historians interpret the past, and analyze the uses and misuses of history. Students will also demonstrate their mastery of basic historical research methodology. Students will focus on history as not a mere recitation of “facts,” but rather as an explanation of the past that may be revised over time as more “facts” are discovered, new methods are introduced, or new questions are asked. Students will also relate these objectives to the IUPUI Principles of Undergraduate Learning which can be found at www.iupui.edu/~history/principlesundergradlearning.htm. We will discuss these on the first day of class.

Attendance: Attendance is crucial for a class which meets once each week. Attendance is required. Attendance will be used to help determine borderline grades at the end of the semester.

Classroom Procedures: Please arrive on time. If you must arrive late, please enter the room as quietly as possible. Please turn off all cell phones or place them on vibrate for the duration of the class. Please remove all earphones. Note taking and listening are important life skills, therefore no tape recorders are allowed in the classroom without
special permission. The goal during our discussions is to engage in civil academic debate.

**Cheating and plagiarism:** Don’t do it. You will earn a zero on the work in question. We will discuss plagiarism on the first day of class. The IUPUI student code of conduct pertaining to this matter is found in the *IUPUI Bulletin 2006-08*, pp. 36-8 and http://life.iupui.edu/help/code.asp.

**Services available to students:** If you have difficulties that might require accommodation for completion of the class, please contact me and Adaptive Educational Services, CA 001E. The staff can arrange assistance. The Student Advocate Office can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. It is located in UC 002 or at stuadvoc@iupui.edu.

**Assignments:** Students will complete 7 short in-class quizzes on chapters from *After the Fact*. The study guides for those quizzes are part of this syllabus. Students will review an exhibit at the Eiteljorg Museum or the Eli Lilly Civil War Museum. There will be short papers on the three other books in this class. The final project is described at the end of this syllabus.

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Project</td>
<td>100</td>
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<tr>
<td>Exhibit Review</td>
<td>60</td>
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<tr>
<td><em>History on Trial</em></td>
<td>100</td>
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<td><em>Nearby History</em></td>
<td>100</td>
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<tr>
<td><em>History Wars</em></td>
<td>100</td>
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<tr>
<td>7 quizzes @ 20</td>
<td>140</td>
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<tr>
<td><strong>Total Points:</strong></td>
<td>600</td>
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Grading Scale: 600-580 = A+; 579-560 = A; 559-540 = A-; 539-520 = B+; 519-500 = B; 499-480 = B-; 479-460 = C+; 459-440 = C; 439-420 = C-; 419-400 = D+; 399-380 = D; 379-360 = D-; 359 and under = F.

A zero has a greater negative impact on your final grade than at least some attempt to complete an assignment. Makeup quizzes are strongly discouraged. Makeup quizzes WILL NOT be taken from the study guide. No makeup will be given without documentation proving an extreme emergency. Documentation includes doctors’ forms, funeral notices, accident reports, and similar verifiable papers. The instructor reserves the right to refuse to grant a makeup if the documentation is not presented or is deemed invalid. If a makeup quiz is approved it must be completed within one week of the original quiz. Incompletes are almost never given. According to the School of Liberal Arts, incompletes can be granted only if 75% of the required work is completed with a passing grade. Under these rules, only very rarely does anyone qualify for the grade of incomplete.
Schedule of Assignments:

January 11:  Introduction to the Course

January 18:  What is History?/Projects Discussion
  Read:  ATF Prologue, Chapters 2 and 5
  Quiz

January 25:  Nearby History
  Read:  Nearby History
  Short paper due

February 1:  Doing History
  Read:  ATF Chapters 1 and 3
  Quiz
  Project option due

February 8:  Material Culture
  Read:  ATF Chapter 4
  Quiz

February 15:  Exhibit evaluation at the Eiteljorg Museum or Eli Lilly Civil War Museum

February 22:  Specializations in History/Historical Methodology
  Read:  ATF Chapters 6, 7, and 8
  Quiz
  Exhibit review due

March 1:  History in the Classroom
  Read:  History on Trial
  Short paper due

March 8:  Political History
  Read:  ATF Chapter 10 and “Canaries in the Mine” (provided by instructor)
  Quiz

March 15:  Spring Break

March 22:  Public History---Commemorating the Past
  Read:  Readings provided by the instructor

March 29:  Public History---Interpreting the past
  Read:  History Wars
  Short Paper Due
April 5: Technology and History
   Read: ATF Chapters 9 and 15
   Quiz

April 12: Technology and History
   Read: ATF Chapters 14 and 16
   Quiz

April 19: PROJECTS DUE BY CLASS TIME

April 26: Living History

NO FINAL EXAM

Study Guides for After the Fact Quizzes

January 18: Prologue, Chapters 2 and 5: What role did theory play in the investigation of the death of Silas Dean? of the Salem witchcraft trials? of the life of Andrew Jackson?

February 1: Chapters 1 and 3: How does the careful analysis of available documents reveal more accurate information about what happened in Jamestown and how the Declaration of Independence was written?

February 8: Chapter 4: How does material culture tell us about the lives of everyday Americans? Give specific examples.

February 22: Chapters 6, 7, and 8: What does environmental history tell us about early Americans? What is psychohistory and what does it tell us about John Brown’s reasons for the Harper’s Ferry raid? Describe the difficulties and promises of oral history.

March 8: Chapter 10: Briefly describe the “real” political history of the Pure Food and Drug Act.

April 5: Chapters 9 and 15: Discuss how photographs and audio tapes are not the unbiased sources they first appear to be.

April 12: Chapters 14 and 16: Using examples from these chapters discuss how TV and motion pictures can and cannot be used by historians in their work.

Short Paper Assignments
All short papers will be 4-5 pages in length (you may write a longer paper if you wish), typed, double-spaced, with one-inch margins on sides of the paper. Use 12 point font—no larger or smaller. Papers are due at the beginning of class. Five points will be deducted for each day a paper is late. Use the Chicago or Turabian citation method.
January 25: *Nearby History*: You are a new historian at Yourhometown Historical Society. Your first assignment is to investigate your local community for places, people, and events of historical significance to your state. Using every chapter of *Nearby History*, explain how you would conduct this research.

March 1: *History on Trial*: Omit chapters 5 and 6. The first four chapters of the book describe the development of the historical profession in the United States. Explain this development using very specific examples. Chapters 7 to the end of the book explain the conflict over the National History Standards. Explain the conflict. Do you believe national history standards should exist in the United States? Why?

March 29: *History Wars*: Omit chapters 4, 7, and 8. One historian has stated that during the *Enola Gay* controversy, “it was the veterans’ groups, not historians, who were adding new baggage to the events of 1945—and stripping them of the load they had once carried. Seeing only a morally simple decision to end the war and save American lives, they wrote off much of what had shaped that decision.” In your paper, describe the controversy as a whole and then argue whether or not you agree with this statement and why. Be sure to use specific evidence from the book.

**Independent Project:**

Students pick an independent project that will be due at the start of class on April 19. These projects will involve original research in primary sources. You will need to spend a great deal of time conducting this research and consulting with me while you complete it. Do not wait until the last minute to start this project! *Nearby History* will also serve as a useful resource for this research.

Option 1: Complete an historical marker application for an event, person, or place in Indiana history following the procedures and using the forms found on the Indiana Historical Bureau web site. The application will NOT be submitted to the Historical Bureau but should be written as if it would be submitted.

Option 2: Research and write a short history of a local school or business. The business must not be a part of a national chain. Be sure to include the date the business or school was first organized, who was involved, and how the school or business has evolved over the years. Analyze the importance of this school or business to the local community.

Papers will be as long as necessary to fully analyze the school or business and its significance but no shorter than 8 pages (it may be, and probably will be, longer). You will need to attach photocopies of the primary sources used in your research. All footnotes should be completed following the Chicago or Turabian citation style. As usual, papers should be double-spaced, typed, with one-inch margins on all side of the page. Use 12 point font—no larger or smaller.