

# History 4

## Introduction to Historical Skills

CRN# 30806  
TuTh 3:30-4:45  
Social Science Building 110

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Globalyceum™ Section Number: **S8PI6MU9**

**Course Description:** This class provides an introduction to the varieties of writing in history. Students receive careful guidance in basic historical skills: writing book reviews, taking notes, conducting research, quoting and documenting sources, formulating thesis statements, and presenting research in both oral and written forms.

This class culminates with a research paper that utilizes all the skills listed above and which will also be presented to the class. To achieve this, students are required to do extensive research on their own, and with the assistance of the instructor.

### Course Goals & Objectives

- Students will be able to identify and construct valid historical arguments
- Students will be able to locate relevant historical methods and to draw conclusions based on written and visual sources.
- Students will use and understand how technology can be applied to the study of history and what limitations the internet and other technology has in helping us gain an understanding of the past
- Student will demonstrate an increased ability to express complex historical ideas in both written and verbal form

### Specific University Learning Outcomes Addressed by this Course: Students will...

- ...write essays and papers that demonstrate their basic writing proficiency (SLO 2).
- ...accurately describe historical events and identify and use relevant and sufficient evidence to support a thesis and/or key points. Students will accurately cite all ideas that are not their own in Turabian or Chicago format (SLO3).
- ...identify and be able to distinguish between primary and secondary sources and will be able to both create and analyze charts, maps, and statistics. In addition to critical thinking, students will demonstrate that they have basic information literacy skills and basic quantitative reasoning skills (SLO 4).
- ...give a verbal presentation (either by commenting during class discussions or by giving a formal presentation) or create a PowerPoint™ or a visual representation (poster,

documentary, etc.) that presents complex historical information clearly and accurately (SLO 5).

**Required Textbooks:** The following materials are required for this course. They may be purchased on-line (the prices listed below are from Amazon). Because I was assigned this course late, there was no time for the bookstore to order them in a timely fashion.



On-line history textbook & assessment system (see explanation, below).  
Subscribe for \$39.99

Select Section Number **S8PI6MU9**



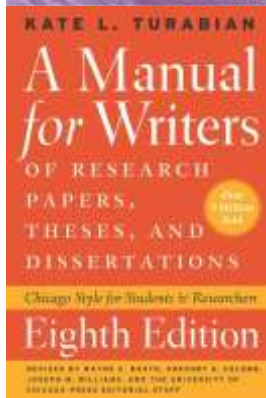
*History: A Very Short Introduction*

There are many stories we can tell about the past. Are we as free as we imagine in our choice of which stories to tell, or where those stories end. This *Very Short Introduction* is about how people study and understand history. Concepts like causation, interpretation, and periodization are introduced. The aim is to discuss theories of history in a general, pithy, and accessible manner, rather than delve into specific periods.

Available in the following formats:

Paperback \$8.17

eTextbook \$5.19



Over 75 years ago, Kate L. Turabian drafted a set of guidelines to help students understand how to write, cite, and formally submit research writing. Seven editions and more than nine million copies later, the name Turabian has become synonymous with best practices in research writing and style. It is the basis of all writing within our discipline. Now in its eighth edition, *A Manual for Writers of Research Papers, Theses, and Dissertations* has been fully revised to meet the needs of today's writers and researchers.

Available in the following formats:

Paperback: \$11.35

Kindle: \$10.49

**Total costs for books is between \$55.67 - \$59.51  
(even less if you can find used copies).**

There is an array of assignments and projects for this class, as follows:

- **Globalyceum™.** This is an online course system written by historians for historians. See the information about Globalyceum, below. There are weekly assignments there, that are not listed here (they're listed in the schedule that follows) – these must be completed by midnight of the Sunday following the *due date*.
- **The Library Assignment** requires you to answer a series of questions that require you to use the databases and other resources available on the Henry Madden Library Website or in the library, itself. This assignment is worth 100 points. This is contained within Globalyceum™.

- You will create a short **multimedia autobiography** that is worth 50 points. This assignment will, ultimately, be posted on-line, via DropBox™. You will write a **précis** based on one of your journal articles. This exercise requires you to distill the main focus of a text (article or book) into as compact a space as possible. This exercise is worth 200 points You will post your précis online, via Globalyceum™.

The **research project** consists of four individual pieces:

- The first two pieces are to be done simultaneously and should be turned in as a single document. You will generate a **thesis statement** (the overall argument of your paper), and create an **annotated bibliography** to develop sources for your research project. The thesis/bibliography will be worth 50 points. You will submit this through Globalyceum.
- The **final draft** of your paper (minimum 4-5 pages, maximum 8-9, NO EXCEPTIONS), is worth 300 points. Turn in this assignment via DropBox™ (I may decide to submit these to TurnItIn™, so you might want to make sure you have properly sourced and cited your work).
- You will give a short **in-class oral presentation** of your research I will video each presentation, and each panel will critique their performance (with feedback and input from the remainder of the class). This assignment is set to mimic or approximate the process of presenting a paper at a conference or symposium – an activity that all historians do quite regularly. You will be divided into panels, and each panel will select a moderator or chair (does the introductions). I will function as the discussant for each panel. ATTENDENCE IS MANDATORY during the days scheduled for these presentations – do NOT miss, unless you clear it with me, first.

All other assignments are to be completed online. These online problems and compositions are designed to help you hone your skills. See the schedule for details of these assignments.

I am currently using Globalyceum™ for my History 11 and 12 classes at both Fresno State and Fresno City College. This is an excellent, integrated system of texts, lectures, supplemental material, and assessments. However, two of the best things in the system are the *composition* assignments (where the system takes you through the process from thesis statement to analyzing the data, writing drafts, and citation practices) *projects*, (where different sources are used to examine a specific *piece* of history), and *problems* (analyzing primary and/or secondary sources). In setting up this class, I realized that these would be good exercises to supplement our activities. There will be an on-line assignments for almost every week of the semester. This includes, at least, one *composition*, three or four so-called *projects*, and several *problems*. Each week, you will be responsible for logging into the Globalyceum™ website and completing the tasks assigned for that period. These are time sensitive – I have each of them set to automatically shut off at the end of the assignment period (no late work allowed, here).

As such, I do not anticipate any use for Blackboard™, for this class, this term. I will set up discussion boards on my personal website, and I will provide any PDFs or other documents, there (or within Globalyceum), as well. There is a gradebook, within Globalyceum, however, as there are other assignments that are not part of this, I will maintain a separate gradebook. If you need an update on your grade, do not rely on the gradebooks internal to Blackboard™ or

Globalyceum™. You can email me, at any time for an update (note: I will not look up grades during class. You must arrange to meet me during office hours, for that.

**Course Schedule:** You are responsible for all of the following dates. The way the class is set up, we will have lectures and in-class discussions each Tuesday. Many Thursdays we will not meet in class. You should use that time to complete the on-line assignments listed in the schedule, below. NOTE: All Globalyceum assignments will lock you out at midnight, the Sunday following the due date. Without clearance from the instructor) you will have NO late assignments.

Week 1	Tue 1/19	Thu 1/21
	Introduction to Course	
Week 2	Tue 1/26	Thu 1/28
		<b>DUE: GL Composition: <i>Supreme Court</i></b>
Week 3	Tue 2/2	Thu 2/4
	<b>Discussion:</b> Arnold: <i>Questions about Murder and History</i>	<b>NO CLASS</b> <b>Due:</b> GL Problem: <i>Rodney King Riots</i> <b>Due:</b> Snapshot Autobiography ( <i>DropBox</i> )
Week 4	Tue 2/9	Thu 2/11
		<b>NO CLASS</b> <b>Due:</b> GL Problem: <i>Voting Rights Act of 65</i> <b>Due:</b> GL <i>Final Paper Topic Proposal</i>
Week 5	Tue 2/16	Thu 2/18
	<b>Discussion:</b> Arnold: From the Tails of Dolphins to the Tower of Politics	<b>NO CLASS</b> <b>Due:</b> GL Project: <i>Race and the American Experience (pt. 1)</i> <b>Due:</b> GL Library Quiz
Week 6	Tue 2/23	Thu 2/25
		<b>NO CLASS</b> <b>Due:</b> GL Project: <i>Race and the American Experience (pt. 2)</i> <b>Due:</b> GL <i>Precis 1</i>
Week 7	Tue 3/1	Thu 3/3
	<b>Discussion:</b> Arnold: How It Really Was: Truth, Archives and the Love of Old Things	<b>NO CLASS</b> <b>Due:</b> GL Problem: <i>Rise of Incarceration</i> <b>Due:</b> <b>GL</b> <i>Thesis Statement and Annotated Bibliography</i>
Week 8	Tue 3/8	Thu 3/10
		<b>NO CLASS</b> <b>Due:</b> GL Problem: <i>Advertising (pt. 1)</i>
Week 9	Tue 3/15	Thu 3/17
	<b>Discussion:</b> Arnold: Voices and Silences	<b>NO CLASS</b> <b>Due:</b> GL Composition: <i>Advertising (pt. 2)</i>

SPRING BREAK	Tue 3/22	Thu 3/24
	NO CLASS NO CLASS NO CLASS	NO CLASS NO CLASS
Week 10	Tue 3/29	Thu 3/31
	<b>Discussion:</b> Arnold: Journeys of a Thousand Miles	<b>NO CLASS</b> <b>Due:</b> GL Problem: <i>Ethnicity &amp; Electoral Politics</i>
Week 11	Tue 4/5	Thu 4/7
		<b>NO CLASS</b> <b>Due:</b> GL Project: Power of the Image on American Opinion (pt. 1)
Week 12	Tue 4/12	Thu 4/14
	<b>Discussion:</b> Arnold: The Killing of Cats; or, Is the Past a Foreign Country?	<b>NO CLASS</b> <b>Due:</b> GL Project: Power of the Image on American Opinion (pt. 2)
Week 13	Tue 4/19	Thu 4/21
	<b>Due: Final Draft of final paper (DropBox)</b> <b>PRESENTATIONS 1</b> <i>(ATTENDENCE IS MANDITORY)</i>	<b>Due:</b> GL Problem: <i>Anti-War Rock Music of the 1960s</i> <b>PRESENTATIONS 2</b> <i>(ATTENDENCE IS MANDITORY)</i>
Week 14	Tue 4/26	Thu 4/28
	<b>PRESENTATIONS 3</b> <i>(ATTENDENCE IS MANDITORY)</i>	<b>Due:</b> GL Problem: <i>Cesar Chavez and the United Farm Workers</i> <b>PRESENTATIONS 4</b> <i>(ATTENDENCE IS MANDITORY)</i>
Week 15	Tue 5/3	Thu 5/5
	<b>Discussion:</b> Arnold: The Telling of Truth	<b>Due:</b> GL Problem: <i>Women and the Home Front in WWII</i>
Week 16	Tue 5/10	Thu 5/12
		<b>FINAL</b>

The electronic text (and all assessment) for this course is provided by *Globalyceum American History*. Go to: <https://www.globalyceum.com/>, register, and subscribe for this course with the following unique Section Number **S8PI6MU9**. (This number is case sensitive.) The cost of this subscription is \$39.99. The on-line subscription is required for this class. Do NOT purchase the optional print copy of the essays (text chapters) as they are not used, in this class. It would be helpful if you upload a photograph to your account profile. This makes it easier for me to link names and faces (part of your grade is still participation). Your purchase options are Paypal, debit/credit, or check/money order.

Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, Firefox, and Safari browsers. If you have any technical problems during the term, please contact: [support@globalyceum.com](mailto:support@globalyceum.com). You can CC me on the email, but your first contact should be with Globalyceum.

This video, *Getting Started on Globalyceum*, will explain how to pay for Globalyceum and features of the Student Portal: <https://glpro.s3.amazonaws.com/ah/00/stdt/g/00g01.mp4>. Once you have logged in and subscribed, you will be able to download the syllabus and several supporting documents, as well as access to the assignments.

In addition to *Globalyceum*, you should also go to my website at [www.meissinger.com](http://www.meissinger.com). On the website are sections for every class I teach, links to publications and papers, my research, and some other interesting links. Please check it out. Supplemental documents for this class may be provided on the website. At the same time, go to the **Links** tab of that website and click on the **My Class Forums** link (or go to [meissinger.boards.net](http://meissinger.boards.net)). There you should signup and log into the discussion boards. It would be helpful if you upload a photograph to your account, so I can more easily identify you and your posts (it is even better if you post the same photo as the one you uploaded to Globalyceum). Please, post a brief introduction about yourself.

**Annotated Bibliography:** Writing an annotated bibliography is an important step in any research project. To write annotations, you must read and think about your sources actively and critically, rather than simply collect information. Preparing an annotated bibliography lets you see what work other scholars have done and where your own research and interpretations fit. By reading and responding to a variety of sources on a topic, you will start to see what the issues are and what people are arguing about, and you'll then be able to develop your own point of view. This will help you come up with a strong thesis.

## University Specific Policies

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog

(Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright policy:** Copyright laws and fair, commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the website.

**Policy on Student Absences:** A student's first responsibility is to attend class and learn. The University expects students to attend all classes for which they are enrolled. Unplanned student absences should be authorized when the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class. The student is responsible for contacting the instructor as soon as possible after the missed class period and for providing documentation of the reason for the absence upon returning to class. In the event the student absence is authorized and make-up work is allowed, missed papers, tests and/or homework assignments should be made up as soon as practicable. Students with extensive absences should recognize the consequences of missing class on both their learning and grade. When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other actions such as dropping the class or withdrawing from the University may be appropriate.

**Absences for University-sponsored activities:** In creating a schedule for a semester when a student can anticipate increased demands on his/her time, the student must judiciously schedule courses. Reciprocally, faculty have the obligation to limit both class activities/assignments and official University-sponsored activities/events that require a student to miss other classes. Student absences for university-sponsored activities should be authorized only when:

- (1) the event is sponsored by the University;
- (2) the student represents the University at the event; and
- (3) the student provides written documentation of points one and two to the instructor at least two weeks prior to the event.

In anticipation of authorized absences due to University-sponsored activities students may submit their work to the instructor prior to the absence. This includes papers, tests, and/or homework assignments.

Examples of student absences due to

University-sponsored activities include, but are not limited to, artistic performances sponsored by university performance ensembles or artistic groups in which the student performs; athletic events in which the student competes; field trips or competitions sponsored through an academic program, and attendance at regional or national conferences.