COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number: HIS 3104</th>
<th>Course Title: Nature of History</th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Course Credit: 03</td>
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<tr>
<td></td>
<td>Course Hours: 03</td>
</tr>
<tr>
<td>College: College of Arts and Sciences</td>
<td>Required Text(s):</td>
</tr>
<tr>
<td>Department: Department of History &amp; Political Science</td>
<td>Gilderhus, Mark T. <em>History and Historians: a Historiographical Introduction</em>.</td>
</tr>
<tr>
<td></td>
<td>Additional online articles.</td>
</tr>
<tr>
<td>Faculty Name: Dr. Kyle Eidahl</td>
<td>Term and Year: Fall 2007</td>
</tr>
<tr>
<td>Office Location: 404 Tucker Hall</td>
<td>Place and Time: Tuesday 5:30-8:00</td>
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<tr>
<td></td>
<td>Telephone: (850) 599-3390</td>
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<tr>
<td></td>
<td>E-mail: <a href="mailto:kyle.eidahl@famu.edu">kyle.eidahl@famu.edu</a></td>
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<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tr>
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<td>11:00-12:30</td>
<td>12:30-4:30</td>
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<td>4:30-5:30</td>
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**Course Description**

This course will examine different approaches to history, and try to understand how historians do history.

**Course Purpose**

This course introduces students to the historiography of methodology of professional historians. Students will study important historians and their historical interpretations.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5, 6, 7 | I: 3 |
| CF: 1.2 (S, D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 7 | I: 3, 8 |
| CF: 1.3 (S, D) | Accept and foster diversity. | F: 5, 6 | I: 3, 8 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4, 12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1, 4, 10, 12 | I: 6, 7 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2, 12 | I: 6 |

VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2, 5 |
| CF: 3.4 (D) | Be committed to individual excellence. | F: 3, 9 | I: 5, 9 |
| CF: 3.5 (D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7, 2 | I: 5, 10 |
CRITICAL THINKING

• CF 4
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</th>
<th>F: 4, 7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Values critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
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</table>

PROFESSIONALISM

• CF 5
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 7</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.7 (S, D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I: 5, 9</td>
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Overall Goals of the Course

The students will develop:

1. An understanding of general concepts of historiography.
2. A familiarity with important historians and their interpretations of history.
3. An understanding of the methodologies used by historians to interpret historical events.
4. An appreciation for the importance of history to the modern world.

Specific Behavioral Objectives

The students will:

1. Understand traditional definitions of history.
2. Understand the importance of Herodotus and Thucydides as early historians.
3. Understand the important of the Christian view of history.
4. Understand the contributions of Roman historians.
5. Understand medieval Christian understanding of history.
6. Understand the impact of the Renaissance and Reformation on our understanding of history.
7. Understand the impact of the Scientific Revolution and Enlightenment on our understanding of history.
8. Examine the various schools of history that developed in the 19th century like Marxist, Whig, Social, and Economic historians.
9. Understand the relationship between history and the other Social Sciences.
10. Examine the role and contributions of gender and ethnic history.
11. Understand the current state of the historical interpretation.

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Florida Educator Accomplished Practices (FEAPs)**

1. **ASSESSMENT**
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
3. CONTINUOUS IMPROVEMENT
   3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

4. CRITICAL THINKING
   4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

6. ETHICS
   6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

8. KNOWLEDGE OF SUBJECT MATTER
   8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

12. TECHNOLOGY
   12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Florida Teacher Certification Examination (FTCE)
Subject Area Examination (SAE) Competencies and Skills

6. Knowledge of Social Science and its methodology
   3. Analyze the interrelationships between social science disciplines.
   4. Interpret tabular and graphic representations of information related to the social sciences.
   5. Identify appropriate strategies, methods, tools, and technology for the teaching of social science.
   6. Evaluate and interpret examples of primary source documents to show historical perspective.

Topical Outline

I. Origins of History
   II. Ancient Historical Writing
   III. Greek Historiography
   IV. Roman Historiography
   V. Christian Historiography
   VI. Renaissance and Reformation Historiography.
   VII. Early Modern Historiography
   VIII. Historians of the 19th Century
   IX. Historians of the 20th Century
   X. Current State of Historiography

Teaching Methods

   Lecture/Discussion Approach
   Inquiry/Problem Solving Approach

Course Evaluation
Grading

There will be one mid-term and one final exam.
Two Historiographic Papers:  40%
Class Participation:  10%
Two Exams:  50%

Course Policies

Attendance Policy:
Roll will be taken every class period. If you come late, you will be counted as absent. After Four absences your grade will be dropped by one letter. After four absences you will receive an "F."
You are responsible for material missed due to absence.

Students With Disabilities:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

Academic Honesty:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:
(a.) Copying from the writings or works of others into one’s academic assignment without attribution, or submitting such work as if it were one's own.
(b.) Using the views, opinions, or insights of another without acknowledgment.
(c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”
Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association:
http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

Family Educational Rights & Privacy Act (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site:

Tentative Course Calendar

<table>
<thead>
<tr>
<th>Paper #1:</th>
<th>October 9</th>
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<tbody>
<tr>
<td>Examination #1:</td>
<td>October 16,</td>
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<tr>
<td>Paper #2:</td>
<td>December 4</td>
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<tr>
<td>Final Exam:</td>
<td>December 11, 5:30–8:00 p.m.</td>
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