Florida Agricultural and Mechanical University
Professional Education Unit
Tallahassee, Florida 32307

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number: HIS 3150</th>
<th>Course Title: Historiography</th>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Course Hours: 3</td>
</tr>
<tr>
<td>Course Credit: 3</td>
<td>Course Credit: 3</td>
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<tr>
<td>College: Arts &amp; Sciences</td>
<td>Required Text(s): N/A</td>
</tr>
<tr>
<td>Department: History &amp; Political Science</td>
<td>Supplies:</td>
</tr>
<tr>
<td>Faculty Name: David H. Jackson, Jr., Ph.D.</td>
<td>Term and Year: Fall 2008</td>
</tr>
<tr>
<td>Office Location: 411 Tucker Hall</td>
<td>Place and Time: Tues &amp; Thurs. 2:00 – 3:15</td>
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<tr>
<td></td>
<td>Telephone: 850-599-3447</td>
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<tr>
<td></td>
<td>e-mail: <a href="mailto:david.jackson@famu.edu">david.jackson@famu.edu</a></td>
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Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday |
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**Course Description**

Professional historians, as well as teachers of history and related subjects in the humanities and social sciences, require finely honed research skills as well as the ability to articulate clearly and succinctly in writing.

**Course Purpose**

This course offers a laboratory experience in historical methodology that focuses upon preparation of a formal research paper through directed individual study.

**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:

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5, 8</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Accepts and fosters diversity.</td>
<td>F: 5</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>F: 5</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5</td>
<td>I: 5</td>
</tr>
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</table>

TECHNOLOGY

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

<table>
<thead>
<tr>
<th>CF: 2.1 (S)</th>
<th>Use of available technology and software to support student learning.</th>
<th>F: 4</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.4 (K)</td>
<td>Understands fundamental concepts in technology.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use fundamental concepts in technology</td>
<td>F: 2</td>
<td>I: 6</td>
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</tbody>
</table>
## VALUES

**•CF3**  
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.4(D)</th>
<th>Be committed to individual excellence.</th>
<th>F: 4, 8</th>
<th>I: 5, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 2, 5</td>
<td>I: 5, 6</td>
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</tbody>
</table>

## CRITICAL THINKING

**•CF4**  
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</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, 4</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: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

## PROFESSIONALISM

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

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Knows 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: 4, 8</td>
<td>I: 4, 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 5</td>
<td>I: 9</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: 1, 8</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</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: 2</td>
<td>I: 6, 9</td>
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### Overall Goals of the Course

The overall goal of this course is for students to learn to conduct original scholarly research upon a topic of historical significance and to prepare the product of that research into a well-crafted professional quality historical essay.

### Specific Behavioral Objectives
1. Critique the quality of research in four selected scholarly works. (FASAC-1.2, 1.5, FASAC, 1.2, 1.3, 1.5, 1.7, PEAP-Critical thinking, SSS 1, 5, 6, and NCSS B-1)
2. Discuss book critiques. (FEGC 16, 18)
3. Conduct extensive primary and secondary research. (FASAC 1.7, 1.10, 1.11; PEAP-Assessment, SSS, 2, and NCSS B-1)
4. Write a scholarly essay on a topic of significant historical interest. (FEGC, 11, 12, 16, 18, 24, FASAC 1.10, 1.11, PEAP-Knowledge of Subject Matter, SSS 1, 3, 4, 5, 7, and NCSS B-1)

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 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 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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.

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.

5. DIVERSITY
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

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.

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

6. Knowledge of Social Science and its methodology

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

COURSE OUTLINE

The students will:

1. Critique in writing the quality of research of four selected scholarly works as well as assess how creatively each author has utilized his or her work product.
2. Discuss book critiques.
3. Conduct primary and secondary research on a topic of significant historical interest.
4. Write a scholarly essay of not less than 3,750 words and not more than 5,000 words (excluding notes) on a topic of significant historical interest.

Mid-Term Exam

None

Final Exam

None

Teaching Methods

Lecture/Discussion Approach
Inquiry/Problem Solving Approach

References, Supplemental Materials, and Student Support Available


Course Evaluation

Grading

Grading Scheme:

1. Class Participation 20.0%
2. Book Critiques 10.0%
3. Research Paper 70.0%
Total Percentage of Grade 100%

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 - 0

Requirements for Writing Book Review

A book critique does not necessarily mean writing a negative reaction to a reading. But it does mean a reaction to a reading. But it does mean a reaction, favorable or unfavorable. Do not just read passively, soaking up and storing away information, but be questioning and skeptical of the material that is presented. Consider the guidelines and questions below when writing book critiques. (Please note that you do not have to follow the order of the model below.)

Include a concise identification of the author, containing relevant and significant information about his background and training. Indicate any special information about him that makes him especially well qualified or unqualified to write about his subject or that may explain his bias in the treatment of the subject.

State as clearly as possible (but without oversimplifying) what the author sought to accomplish. The preface or introduction is the best place to look for an answer.

Summarize the major points of the book. What is the thesis or central theme of the book? What basic period(s), topics, movements or personalities of history does the author recreate and illustrate? What do you consider to be the book’s highlights?

Discuss the terms of the authors writing style, organization, and factual evidence he or she uses to base their interpretations. Does the author vividly bring the past to life again for you as a student of history?

Relate the contents of the reading to the broader context of the course. Note where the author supports or conflicts with the information and conclusions presented in other course material (this includes the lectures), or even in other courses or readings you have done.

Give your summary reaction to the book. In dealing with some of the points above, you obviously will be reflecting your reactions, but here you need to integrate your ideas. But try to go beyond “I liked it,” “It was interesting,” or “It failed to prove its point.” Make more perceptive and substantive comments that indicate how the reading enlarged your awareness and understanding of the historical matter being discussed.

Course Policies

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

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

COMMENTS, CRITICISMS, and COURTESY:
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.

INTERNET:
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address: This is required so that we may begin communicating electronically. All students must e-mail me on the 1st day of class, before 5p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

PARTICIPATION and ATTENDANCE:
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates—their Classroom Comrade. Absences will be excused for emergencies with proper documentation from the Dean’s office. Please remember, there are no ‘make-up’ for tests or quizzes, and other assignments.

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: http://www.ed.gov/policy/gen/reg/ferpa/index.html
Tentative Course Calendar

Week 1 – Meet and discuss approach to historical research

Week 2 - Meet and choose research topic

Week 3 – Meet and confirm topic

Weeks 4 – 10 – Meet and discuss progress on research assignment, discuss books.

Week 11 – Continue research assignment

Weeks 12-14 – Meet and discuss research assignments

Week 15 – Turn in Research Paper

Week 16 – Present Research Paper