When Herodotus (ca 485 BC - ca 424 BC) wrote of his travels over two thousand years ago, he most likely did not anticipate he would become known as one of the “fathers” of history, the discipline (he called his work by the Greek name *historia*, or “researches”). But there were others before him who we now crown with the laurels of the historian, from the ancient Hebrew and Greek storytellers and epic poets, to the great orators of Polynesia and Africa, to the ancient scribes of the Chinese and Indian civilizations. But each individual and each civilization keeps history in their own way. What is important for one culture might be irrelevant to another. And over time, cultural values change, which also affects the way cultures see themselves and their history. The *history* of history, then, is a long and complex one. History 200 is an introduction to that discipline of history where we will focus on two main themes. First, we will learn “historiography”—the study of how and why history was written, and how the writing of history has changed over time. And second, we will study and practice the skills and techniques of researching and writing history—in short, we will learn the skills of the historian and write some history.

Objectives

The purposes of this course are to give you a foundation of knowledge regarding the philosophies and practice of history. More specifically, our objectives are:

1. To learn and practice clear, organized, and persuasive writing.
2. To learn the basic history of the discipline of history from ancient times to the present.
3. To learn to develop a historical question or problem, and investigate that question or problem using primary and secondary sources, and to understand the historiography (different historians’ perspectives) on that question or problem.
4. To learn how to use the library to find primary and secondary source material.

Required Books (be sure you have the correct editions)

- Herodotus, *The Histories*

Other readings (TBA) will be made available on Blackboard, the JFSB copy center or elsewhere.

I chose these books with the course objectives in mind. If you use them well, and keep them in your library (don’t sell them back), they will serve you greatly throughout the rest of your time as a history student and beyond. This is not a blind recommendation, for I have had many students tell me that they have continued to benefit from reviewing these books in later classes to help them research, write papers, prepare for tests etc. Our books begin with Herodotus, known to many as “the father of history.” It is fitting to start an introductory history course with him to find out why he got his title (besides, he is a great story teller). Gilderhus’ *History and Historians* will provide a basic introduction to the major figures and issues in the discipline of history from ancient times to the present. Benjamin’s book is a treasure chest of insights and helpful tips on how to be an effective history student. *After the Fact* will entertain us with fascinating stories from American history and how the history of those stories have changed over time. Joseph Williams’ little book will focus on writing, which is perhaps the most important skill you should develop in your college career. Kate Turabian’s manual contains the rules and styles of historical writing that you will have to follow in the rest of your history courses. Presentation is not everything, but it matters a lot in the world of writing, and Turabian will make sure you always have the presentation right.
**Assignments/points Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes/Journals</td>
<td>50 pts</td>
</tr>
<tr>
<td>2. Reference activities</td>
<td>10 pts</td>
</tr>
<tr>
<td>3. Midterm Exam</td>
<td>80 pts</td>
</tr>
<tr>
<td>4. Prospectus &amp; Bib</td>
<td>15 pts</td>
</tr>
<tr>
<td>5. Critiques</td>
<td>10 pts</td>
</tr>
<tr>
<td>6. Midterm Draft</td>
<td>35 pts</td>
</tr>
<tr>
<td>7. Final Draft</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300 pts</strong></td>
</tr>
</tbody>
</table>

**Grade Percentage Breakdown**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-77</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>68-69</td>
<td>D+</td>
</tr>
<tr>
<td>66-67</td>
<td>D</td>
</tr>
<tr>
<td>63-64</td>
<td>D-</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 and below</td>
<td>E</td>
</tr>
</tbody>
</table>

*Note: The total number of points may change a little as assignments may be adjusted (we may or may not have enough quizzes and journal collections to make 50 points, for example). Although the total points may change, the final grade breakdown will remain the same. Late assignments, including the papers, will be docked 10% per late day.

**Expectations and Some Advice**

History 200 is unlike most other history courses at BYU. It is a methods course that teaches skills and principles of historical thinking, research, and writing. Do not expect there to be a coherent narrative like there is in US history or some other topical course. This course also contains heavy amounts of class discussion where students share their ideas about their reading and their evolving ideas about the discipline of history. This course also counts as the intensive writing requirement for the history major, so there is a lot of writing. Writing skills are among the most important you will gain while at BYU. History 200 is one of my favorite classes to teach, but it is also one of the hardest. For many students it is their most important class because it lays the groundwork for doing well in their future history courses (hence the idea that it should be taken early in the history major). But for many students it is one of the most difficult courses. So History 200 has the general reputation of being difficult but very rewarding (as are many things in life).

Remember that taking any class in the spring term means that you are compressing essentially a four-month semester into a two-month term. Reading loads are twice as much per class in the spring as they are in the regular semester, etc. And of course in the end you leave with three credits.

**Preparing for class.** You are expected to come to class prepared. This means that you have done the reading assignments and are ready to participate in class discussions. Bring the book to class that correspond with that day’s reading so you can refer to them in class and group discussions. If you keep up with your reading you will have a more productive and enjoyable time in class. You are also expected to participate in other class activities, which include attending class in general and taking part in class discussions; coming to appointments with the professor and with your writing fellows; and participating in class discussions. I will lecture, but we will also be engaging in substantial class discussion. Lax participation could result in a lowering of a grade by 10%. I do not anticipate this being a problem.

**Midterm Exam.** The midterm exam will cover the material in the first part of the course and will consist of short answers and an essay component. I will hand out a study guide one week before the scheduled exam.

**Quizzes.** Quizzes will be given at random and will cover the reading material for that particular day. Quizzes will usually be given at the beginning of class, so do not be late or you will miss the quiz. Quizzes and other assignments may be given during or at the end of class. Quizzes can happen any day there is a reading assignment, including days when other assignments are due (just because you have to turn in your journal on Wednesday does not mean there will not be a quiz on that day). These quizzes are designed so that if you have done a good job reading (not just skimming), you will do well on them. No makeup quizzes will be given unless it is for a university excused absence. If that is the case, talk to me or to the TA in advance and we can work something out. I will drop your lowest quiz score at the end of the semester. This gives you some (but not much) leeway to forget, be sick, cut class, sleep in, take a road trip, or just be lazy. Your presence for, and performance on the quizzes, also reflect your attendance and how well you will be able to contribute to class discussions. If you come to class on time, having done a good job reading, you should have no problems. Nothing less is expected of excellent BYU students.

**Journals.** Reading journals will be collected randomly on Wednesday’s at the beginning of class. Instructions for the reading journals are at the end of the syllabus packet.

**The Paper.** Choose a topic quickly and start reading and taking notes. Do not let the semester get the jump on you. Your main concern should revolve around your sources. I have seen too many students decide on a topic that sounded good and interesting, only for them to stumble later when they could not find any sources. Scour the library and other outlets for primary sources. Your research and writing for this paper should be original and for this class. If you have any questions on this matter, come and talk to me. A good paper is the result of a process, and that is what I have tried to set up by way of the various assignments. Take time with your friend the syllabus and make some long term plans for the semester.

Set up a system for note taking that is organized and rational for you. This will save you enormous headaches
later on in the paper process. Benjamin’s book will be of help in this regard. Also, if you are using computers, make sure that you are backing up your work in various ways. **Prepare for and prevent computer disasters.** If you are backing up properly—every few minutes on a hard drive and a disk—you should never lose very much information if something goes wrong. As mentioned before, beware of procrastinating as well. Computers, printers, and networks may not cooperate right before the assignment is due.

**Other assignments.** See instructions later in this packet.

**Respect.** At all times I will expect students, teaching assistants, and the instructor to exhibit the appropriate respect for each others’ questions and opinions, as well as for the people we will be studying. This will help create an environment conducive to sharing and learning. Reading the Daily Universe or other non-class material during the class, or disrupting class in other ways, are not ways to show respect to your fellow students and the instructor.

**Honor Code:** As you take quizzes and complete other assignments, I expect you to have integrity and honesty as you abide by the Honor Code we have all signed. Unfortunately this has been a problem.

**Plagiarism** is wrong and unacceptable at Brigham Young University. Any work that is not your own original work for this class is inappropriate to turn in. Plagiarism will bring failure for the assignment and for the course, and will necessitate an appearance before the honor code office. If you have questions about plagiarism, come and talk to me, or see the people at the writing center. See also the BYU undergraduate catalog.

**Meeting and Communicating with the Instructor and the TA**

I am ready and willing to help you along in this process. Besides the required visits to my office (see syllabus), you are welcome to come in and see me in my office hours. I encourage you to make use of the TA as well. Miriam is an experienced history student and she writes very well. Besides the mandatory meetings, feel free to come in any other time to discuss any questions or concerns. You may have trouble preparing for quizzes, taking notes, or some other concern. Whatever the case, please come in and chat with us. It is better to get a concern out in the open rather than let it fester the whole term. The TA and I have our office hours at different times. If you cannot make it to our posted office hours, we can make another appointment. Email is another effective way to communicate. In this day of information technology, I will expect you to check your email and the course website on Blackboard at least once a day to check if I have left you any messages. I’ll see you in my office and I hope we all have a great semester!

**Grade issues:** Keep all of your work in case there is a discrepancy that needs to be rectified. If you have a grade issue, you need to take care of it quickly, within two weeks after an assignment is returned to you. At the end of the semester, I will not be discussing grades received on assignments from the middle of the semester. You are welcome to discuss grades on particular assignments, but many students think that this is a one way street—that is, that their grade can only go up. However, additional scrutiny of an assignment may reveal further deficiencies in the work and result in a lowering of the grade.

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students With Disabilities**

Let me know if you have any special needs. I, along with Brigham Young University, am committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
</table>
| 1. 4-30 Course Introduction  
Begin thinking about a paper topic  
make appointment with professor this week  
—set up appointment with professor | 2. 5-2 History, and Mystery  
Davidson and Lytle (D&L)  
Introduction and prologue; Gilderhus 1 |
| 3. 5-5 The Father of History  
**Herodotus**, Book 1, numbers 1-216 (Book 1.1-216, or pages 1-94); Book 6.48-49, 99-117; Book 7.1-21, 32-37, 138-147, 201-234; Book 8.40-41, 49-63, 70-95, 113; Book 9.90, 96, 114-122 | 4. 5-7 Techniques of History  
Benjamin 3, 4, appendixes A and B.  
Meet in HBLL (room TBA)  
Narrow topic for paper | 5. 5-9 Wisdom Old and New  
Gilderhus 2, 3 |
| 6. 5-12 Approaches to History  
Gilderhus, 4, 5  
—Have your topic chosen by now | 7. 5-14 History, recently  
Gilderhus 6, 7 | 8. 5-16 Writing a Paper  
Benjamin 5; Gilderhus 8 |
| 9. 5-19 Social History and Witches  
D&L 1, 2 | 10. 5-21 D&L 7, 10 | 11. 5-23 Writing Style cont.  
—Bring Turabian to class  
—2 copies of prospectus and bib. due in beginning of class. |
| 5-26 No class. Happy Memorial Day. | 12. 5-28 Midterm in class. Bring small blue book. | 13. 5-30 D&L 16, 17 |
| 14. 6-2 God in History  
Bushman, “My Belief”; Morrison, “God in History” (on Blackboard) | 15. 6-4 2 copies of midterm draft due in class. | 16. 6-6 Writing Style  
Williams, preface, 1, 2  
Draft critiques due in class |
| 17. 6-9 Writing Style cont.  
Williams 3, 4 | 18. 6-11 Writing Style cont.  
Williams 5, 6, | 19. 6-13 Writing Style cont.  
Williams, 7, 8 |
| 20. 6-16 Last Day  
Williams 9, 10 | 21. Thursday, 19 June. Final Paper due 8:00 am in class. | |

*Note: This syllabus is subject to changes that we will discuss in class if they become necessary.*
Assignment

You are required to write a journal of at least 5 pages per week in which you engage and reflect upon the reading material for each day. This is not an assignment to summarize the reading. Rather, it is a chance for you to analyze and internalize the readings. At the beginning or end of each journal entry you should write one discussion question (identified as such) based on the day’s reading that will promote useful discussion among you and your classmates (if you like you can use it as a starting point for your journal entry). It might be helpful to think about two main questions when writing your responses: 1) How has the reading affected your views of history as a discipline (your philosophy of history)? 2) How has the reading affected the way you will research and write history, including your current paper project? Take the time to really get into the readings and ask yourself pointed questions: “What have I done in passed writing assignments? What will I do differently next time? Why have I had problems with certain writing assignments in the past?” Not every reading assignment will be absolutely full of academic revelations and helpful tips for every student. However, if students approach the readings thoughtfully, there will always be more than sufficient material to reflect on, and helpful gems waiting to be uncovered. This is not designed to be a lengthy assignment. Depending on the student, I anticipate that this will take anywhere from 15-30 minutes per reading assignment, if you stop at one page. Many of you will have much more to say than can fit into one page. Feel free to write on! You are by far the greatest benefactor in this process.

Purpose: Writing journals stimulates thought, self-reflection, and hence learning. This is true for personal as well as professional journals. The purpose of this journal is to encourage you to deeply engage the readings for the course and reflect on how they impact your views of history and your practice of history. Journals will also help serve as a basis for in-class discussion.

Audience Your audience is mainly yourself, but also the professor.

Style The style of the journal should be personal and reflective, but you should still use conventional writing methods such as full sentences and good grammar. In other words, although they are personal, they should also be clearly and cleanly written. A spell check and a good proofread should be enough on this assignment.

Scope Each journal entry should cover the reading for that particular day. However, as the semester progresses, and as your historical consciousness changes, it would be useful to make links, when possible, with material previously discussed either in your journal or in earlier readings.

Format Typed; double spaced, one inch margins all around; courier new font; numbered pages; readings identified; your name on each page.

Due Dates Journals will be collected randomly on Wednesdays at the beginning of class. However, discussion questions may be asked for at any time, so you should bring your question with you every day. As mentioned above, they will also be used as a basis for discussion.
History 200 Prospectus and Bibliography Instructions

Assignment  Prepare a 3-4 page document that explains your topic, how you are going to research and write it, and what contribution it will make in the field. Your thesis statement or hypothesis should be clearly stated and placed in bold face for this assignment.

Purpose  Your prospectus is a clear enunciation of your proposed project. In essence, you are justifying your project. As you take the time to write out your ideas, they will take on more clarity and you will have a better direction to follow.

Audience  Your audience are professional historians. It might be useful to think of your prospectus in terms of trying to convince a grant-giving agency to fund the project. You want it to be clear and convincing and original.

Scope  The scope of your prospectus should cover the following questions:
   1. What is the problem you are addressing?
   2. What is your preliminary hypothesis/thesis?
   3. How are you going to go about addressing it? What methodology will you use?
   4. Bibliography: What sources will you be using and where are they located? Divide these into primary and secondary sources on your page.
   5. What is the other literature on your subject and how is your project original?
You need not have them necessarily in this order. However, it should be ordered in such a fashion that it flows well and leaves the reader with a clear picture of what you are proposing.

Format  This should be a 3-4 page document, double spaced, 12 point font, with one inch margins and page numbers.

Due date  Check syllabus.
History 200 Instructions for Critiquing the Prospectus and Midterm Draft

**Assignment**
Each of you will have two writing partners, and each of you will critique each other’s prospectus and bibliography as well as the midterm draft. You will give a copy of your written critique to your writing partners and to the professor. The critiques should be 2-3 pages (prospectus) and 3-4 pages (draft).

**Purpose**
Critiquing is an integral part of the discipline of history. It is a chance for you to put your work “out there” for others to see and to get feedback from a differing perspective. For those doing the critiques, it is a chance for you to help your fellow researchers. Critiquing is not easy, and I expect you to put forth quality effort in analyzing your writing fellows’ prospectuses. If done correctly, and in a spirit of professionalism, the critiquing, or, to use another word, the “commenting” process can be of great help to both commentator and researcher. Professional critiquing is usually a polite affair. It is always a good idea to start out with the positives and strong points of the project being evaluated. Then you can proceed with some suggestions and critiques for the paper. Do not let the “polite affair” idea deceive you. When I am doing research, I want my readers and commentators to ask tough questions and expose my weaknesses. Better to have that done early in the research process than at the end. Granted, you are not experts on all of these fields. Nevertheless, you are an intelligent BYU student and you can look at a project from a theoretical and conceptual standpoint and make useful observations and suggestions. So, do the best you can.

**Audience**
Your audience is the professor and your fellow students.

**Scope**
Your assignment as a commentator will be to critically evaluate the prospectus of your partner in the following manner:

1. Briefly explain the topic they are addressing and the preliminary hypothesis/thesis.
2. What is their proposed methodology, is it clear, and is it sufficient to address their topic?
3. What primary sources will they be using and where are they located?
4. Is their project original? If so, how?
5. Overall, is the topic narrow and focused enough? Do they have a clear direction?
6. What questions do you have about the proposed direction of the research project? What suggestions do you have for your partner?

**Format**
The critiques should be 2-3 pages (prospectus) and 3-4 pages (draft); typed in courier new 12 point font, double spaced, and with one-inch margins and page numbers. Remember, I expect to see thought and effort put into these, and not just a quick summary of the prospectus.

**Due dates**
check syllabus
Assignment
Your assignment is to write a 11-12 page term paper on the topic of your choice. There are two overarching requirements for this assignment: 1) you make extensive use of primary source as the basis of your argument, and 2) you place your argument in its proper historiographical context (what other historians have said about the topic, what debates there have been, and where you stand in the mix). Your paper should have a clear thesis or purpose. You must be answering a question or solving some kind of problem of historical understanding and/or interpretation. Whether you think so or not, 11-12 pages is not very much at all and you will need to focus your topic considerably in order to give it proper depth. By depth we mean that you are using your sources to go deep into a debate rather than summarizing information on the service. Do not spend too much time giving us “the background” of your topic (some students think they are clever by providing 6 pages of general history as the all-important introduction, then spend a few pages on the real issue at hand—“To understand. Do not fall into that mire. All of your introductory and thesis material should be taken care of in the first two pages of a ten page paper. Your midterm draft should be close 8-10 pages, while your final draft should be 11-12 pages. Your thesis statement or hypothesis should be clearly stated and placed in bold face for the midterm draft, but not for the final draft. You must submit your midterm draft along with two copies of your final draft to me.

Purpose
The purpose of this assignment is for you to develop your critical thinking, research, and writing skills; that you develop your ability to do background research, discover the historiography of a topic, and make your own contribution to the field of inquiry.

Audience
A professional one: your fellow students, writing fellows, and professor.

Style
The style should be formal and follow standard academic writing techniques, which includes introduction, clearly states thesis statement; effective use of evidence; clear transitions; clear prose; appropriate depth of coverage; and proper citations.

Scope
In such a short paper you need to focus your topic. You will not be able to write the history of World War II in this paper. Instead, you will need to choose a topic within WWII that you can cover with sufficient depth. But even that can be difficult. You should focus your paper by topic and by time period—Argentine military policies toward the allies in World War II, for example, is a more focused topic, but still a bit too broad. You might want to focus on Argentina’s military dealings with one of the major countries—Germany or the United States or Great Britain—which would be a nicely focused paper. In other words, you need to go more into depth on a topic, not skim over the surface (tell us more than we would read in a textbook or encyclopedia). You should write an analytical paper with an analytical thesis statement that guides your paper. Place your thesis statement in bold in your draft and final paper. Your paper should be making a point or proving an argument with supporting evidence. Do not just summarize a topic. If you have questions about your focus, come and talk to me.

Sources
Your main sources should be primary sources, but you also need at least 8 additional secondary sources to round out your research. Encyclopedias, textbooks, and internet sites are not acceptable sources. If you are doing certain topics where government documents or other primary sources have been posted on the internet, then you must clear this with the professor. Facsimile copies of articles from scholarly journals accessed through the internet through full-text databases such as JSTOR do not count as “internet” sources.

Format
11-12 pages, typed, double spaced; one-inch margins all around; 12 point courier new font; numbered pages; footnotes in appropriate Turabian style; title page, works cited page (separated into primary and secondary sources). All formatting should follow the Turabian style.

Grading
For Midterm: You will be graded on how much progress you have made on the above criteria. The midterm draft is your absolute best and cleanest work up to that point (notice it is not called a “rough draft”—it should actually be a second or third draft at least). It is not due until June 4th, which means that you should be very far along in your research and writing process and not producing a preliminary argument based on partial research. Because you will have already done your bibliography and prospectus, your midterm draft should reflect a deeper understanding and clearer enunciation of your thesis and arguments than you presented in the prospectus.

Final Draft: Your final draft will be graded based on your following the above criteria.

Due dates
check class schedule.