History 200 is an introduction to history as a discipline. It is designed to help undergraduate students prepare to pursue the serious study of history. The course will:

- Discuss history both as an academic discipline and in its more abstract sense as a part of human knowledge.
- Develop essential skills in critical reading, research, and writing, as well as other abilities required to succeed in the history major.
- Identify additional skills required of historians.
- Explore graduate school strategies and career options for history majors.
- Introduce various ideas about historical interpretation and the philosophy of history.

**Texts**

- Arnold, John H. *History: A very short introduction*. This text is required.
- Gilderhus, Mark T. *History and historians: A historiographical introduction*. This text is required.
- Benjamin, Jules R. *A student's guide to history*. This text is recommended only. We will not have any assigned reading in it, but I find it to be a good practical guide on the “how to’s” of studying history, taking history essay exams, and producing successful term papers and articles.
- For matters of footnoting and so forth, consult a reliable style manual, such as Kate L. Turabian, *A manual for writers of term papers, theses, and dissertations*. The latest edition is available in the bookstore.
- For tips on writing, in addition to the relevant chapters in Benjamin and Gilderhus, you could consult a standard manual such Williams, *Style: Ten Lessons in Clarity and Grace*. *Harbrace College Handbook* is good for grammar and usage. Another short book I find helpful is Strunk and White, *The elements of style*.

**Grading**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Minor assignments</td>
<td>10%</td>
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<tr>
<td>Prospectus</td>
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<tr>
<td>Draft research paper</td>
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<td>Critiques and oral presentation</td>
<td>5%</td>
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<tr>
<td>Final draft of paper</td>
<td>30%</td>
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<td>Final exam</td>
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Important information regarding completion of assignments and participation: You will receive regular minor assignments in class to prepare for the next class session. Thus, it is important that you attend class for that reason if for no other. However, since this is a seminar-like course, participation (not over-participation—please give others a chance) and attendance can make a huge difference in what you learn. I reserve the right to change your grade up or down based on attendance, preparation, participation, and the like. Unfortunately, failure to attend class and especially failure to attend individual supervision appointments will significantly reduce your grade, because we meet relatively few times as it is. Just plan now never to miss, and inform me promptly if we need to reschedule an individual meeting.

Schedule

Jan. 4 Course overview. History and careers. What is history and why?
Jan. 6 What is history and why? – continued. Gilderhus Ch. 1; Arnold Ch. 1.
Jan. 11 Gilderhus, Ch. 2; Arnold, Ch. 2. Choosing a topic. Sources—primary and secondary.
Jan. 18 Library tour. Meet in 2234 HBLL instead of going to class. Roll will be taken.
Jan. 20 Final discussion on your prospectus. Finding, gathering and analyzing evidence. Problems with sources.
Jan. 25, 27 No class. Research and write prospectus.
Feb. 1 Turn in prospectus. Effective sentences and paragraphs. Footnoting and bibliography styles. Punctuation and mechanics. Discuss individual supervision schedule.
Feb. 3-Mar 1 No class. Work on your paper. Come to my office at your assigned time for scheduled individual supervisions. Report your progress briefly each week by email to Philip. This is part of your grade. Please work steadily, and please consult us as necessary during this period. (I may be out of town between Feb. 22 and Feb. 25.)
Mar. 3 Meet again as a full class. Hand in your draft paper. DO NOT HAND IT IN LATE. This draft must be your very best effort, what you would normally expect to hand in as a final draft for any other class. IT SHOULD NOT LOOK LIKE A DRAFT! Bring three copies of this draft to class, one to turn in and two to exchange with your classmates for critiquing. Prepare a one-page written critique for each paper of two fellow students, to be handed in on the 8th. We will use class time this period to discuss the critiquing exercise and to hear a formal, though brief, three minute presentation about each of your papers.
Mar. 8 Attend class and continue with brief in-class presentations on papers. Swap and discuss critiques in small groups. Bring two copies of each of the two critiques you prepared. You will give one of these to the student whose paper you critiqued and turn one of them in.
Mar. 10-17 No class. Come to my office at your assigned time for a scheduled individual supervision to discuss your first draft. Begin improving and rewriting your paper immediately.
Mar. 22 Gilderhus Ch. 3; Arnold Ch. 3.
Mar. 24 Gilderhus, Ch. 4-5.
Mar. 29  Arnold, Ch. 4-5.

Mar. 31  Gilderhus, Ch. 6.

Apr. 5  Arnold, Ch. 6-7.

Apr. 7  Gilderhus, Ch. 7. Tie up loose ends. Talk more about miscellaneous skills you need to succeed as a history student. Selecting classes. Reading. Taking exams. Graduate school: how to choose one, and how to get in.

Apr. 12  Meet as a class one last time to review and to discuss what we got out of the experience. Hand in final draft of paper. Please attend this session and please have your paper ready to turn in!

Final Exam  Take home essay exam due at the end of the final exam period.

Important Additional Information

ACADEMIC HONESTY

Students are expected to be familiar with and abide by the Brigham Young University Honor Code (available at http://honorcode.byu.edu/The_Honor_Code.htm). Lifting material from the internet, from a published author’s work, or the work of another student and putting it in your own words without proper citation is considered plagiarism. In any case of plagiarism (intentional or unintentional), the student will receive a zero for the assignment and the case will be referred to the Honor Code Office. For assignments in this course, no internet web sites may be used as sources, unless they are primary sources and have been approved by the instructor.

LEGAL ISSUES

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).
Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Expected Student Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. You can also look at the expected outcomes for General Education classes under the heading Undergraduate Education. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.