HIST 258: Historical Methods  
Messiah College, Fall 2014  
TR 11:55-1:10, Boyer 322

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Office Hours: Mon. & Wed., 11-noon; Tues.,1:20-2:35; Fri., 10-11, & by appt

COURSE DESCRIPTION AND OBJECTIVES:  
This course in an introduction to the “doing” of History--including techniques,  
procedures, and skills of the working historian. The course will concentrate on research  
methodology, analytical and synthetic thinking skills, and the ability to organize and  
report research findings in both written and oral form. This course rest on the firm belief  
that “intellectual development begins with recognition of the importance and worth of  
mental activity. Intellectual growth is marked by an appreciation of clear and creative  
thinking and a capacity for theoretical growth” (COE Handbook 1.1.02).

All this is consistent with the History department’s stated goals and objectives:  
1. Historical Knowledge: Students have a better historical understanding of political, social,  
cultural, economic, and religious practices and structures.  
2. Historical Methods: Students demonstrate an understanding of historical causation, an  
ability to conduct basic historical analysis of primary and secondary sources, and an  
ability to communicate that analysis in effective written and oral communication.  
3. Historical Interpretation: Students use texts and other cultural resources to make sense of  
the past, understand ways in which the past influences the present, and consider how the  
present influences our study of the past.  
4. Historical Convictions: Students become more thoughtful, curious, and empathetic due to  
their evaluation of the historical complexity of human identities, cultures, and societies  
from the perspective of Christian faith.

REQUIRED READINGS:  
Cullen, Jim. Essaying the Past: How to Read, Write and Think about History, 2d ed (Wiley-  
Gaddis, John Lewis. The Landscape of History: How Historians Map the Past (Oxford)  
ISBN 9780195171570.  
Articles listed below.
COURSE REQUIREMENTS:
Read all assigned readings.
Write quizzes as assigned.
Participate regularly in class.
Write at least 5 journal entries / blog posts over the course of the semester.
Write an essay of 4-6 double-spaced pages responding to the Gaddis book.
Write a research paper of 12-15 double-spaced pages.
Write an essay of 4-6 double-spaced pages reflecting on your relationship to the discipline of History.

STANDARD OF EVALUATION:
The final grade for the course will be derived as follows:
- quizzes 5%
- annotated bibliography 5%
- participation & oral presentations 10%
- journal/blog posts 10%
- essay on Gaddis book 10%
- research paper 50%
- reflective essay on History 10%

NOTE ON ELECTRONIC DEVICES AND CLASSROOM COURTESY:
Electronic devices can be a source for both good and ill in education. On the one hand, the proliferation of the internet and portable computers have made vast amounts of information available to more people at more places in more places. The operating hours of libraries and archives no longer pose a barrier to study and research. This is certainly a good thing. On the other hand, the proliferation of electronic devices has also produced what some have called the “problem of divided attention.” Although some people can truly and effectively multi-task, many others find themselves permanently distracted by ringtones, twitter feeds, incoming emails, and the like. And since a class such as ours is a community that hopefully cares about our neighbor’s opportunity to learn as well as our own, this problem of divided attention is not just an individual problem, but a corporate one, as well. As a result, I’d ask that you observe the following classroom rules out of courtesy both for your classmates and for me.

Regarding cell phones: Please turn off your cell phone before coming into the classroom.
Do not answer the phone or text during class. If you are expecting a very important call, please put your phone on vibrate (silent), and let me know about the situation before class begins.

Regarding laptop computers: You are welcome to bring your computer to lecture to take notes and to seminar to take notes and access online readings, but while in lecture and seminar, please use your computer only for purposes related to this course. Do not use computers for entertainment (i.e. surfing, gaming, chatting, messaging, emailing, etc.) during class. If you use your computer to take notes, please email them to me following class.
NOTE ON ACADEMIC INTEGRITY:

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

- **Plagiarism**: Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

- **Cheating**: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam, having someone else take the exam for you, using any kind of electronic device, communicating via email, IM, or text messaging during an exam, etc.

- **Fabrication**: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

- **Misrepresentation of Academic Records**: Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

- **Facilitating Academic Dishonesty**: Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

- **Unfair Advantage**: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc. The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

NOTE ON AMERICANS WITH DISABILITIES ACT:

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.
SCHEDULE

(NOTE: ALL DETAILS SUBJECT TO CHANGE)

Tues., Sept. 2: Introduction

Thurs., Sept. 4: History as a Discipline
Reading: Rampolla, ch. 1
          Cullen, introduction & chs. 1-2

Tues., Sept. 9: History as a Discipline
Reading: Gaddis, preface, chs. 1-4

Thurs., Sept. 11: History as a Discipline
Reading: Gaddis, chs. 5-6

Tues., Sept. 16: History as a Discipline
Essay on Gaddis DUE
Reading: Gaddis, chs. 7-8

Thurs., Sept. 18: Reading and Using Primary Sources
Primary source analysis DUE
Reading: Rampolla, chs. 2-3

Tues., Sept. 23: Reading and Using Secondary Sources
Response to journal article DUE
Reading: Cullen, ch. 6

Thurs., Sept. 25: No class meeting

Tues., Sept. 30: Initial Presentation of Research Projects
Research paper topic DUE

Thurs., Oct. 2: Fieldwork in the Archives
Reading: Cullen, chs. 3-5

Tues., Oct. 7: Fieldwork in the Library

Thurs., Oct. 9: Fall Recess; no class meeting

Tues., Oct. 14: Fieldwork Online
Annotated bibliography DUE
Reading: Cullen, Appendix E

Thurs., Oct. 16: Writing -- Composition and Style
Reading: Strunk & White, foreword, introduction, part II, & part V
Tues., Oct. 21: Writing -- Structure and Organization
Reading: Rampolla, chs. 4-5
Cullen, chs. 7-16 & Appendixes A & B

Thurs., Oct. 23: Guest speaker: Dr. Philip J. Deloria

Tues., Oct. 28: Writing -- Ethics
Reading: Rampolla, ch. 6
Cullen, Appendix D
“How the Ambrose Story Developed,” History News Network (4-21-10)
http://hnn.us/article/504

Thurs., Oct. 30: Writing -- Documentation and Citation
Reading: Rampolla, ch. 7; Cullen, Appendix C
Purdue University Online Writing Lab, “Chicago Manual of Style 16th Edition”
https://owl.english.purdue.edu/owl/resource/717/01/

Tues., Nov. 4: No class meeting; individual conferences on papers

Thurs., Nov. 6: No class meeting; individual conferences on papers

Tues., Nov. 11: Student presentations

Thurs., Nov. 13: Student presentations (cont.)
First draft of research paper DUE

Tues., Nov. 18: Varieties of History: Quantitative and Narrative - led by group 1 and 2
Reading: Margo Anderson, “Quantitative History”
Thurs., Nov. 20: Varieties of History: Micro and Macro - led by group 3 and 4

Tues., Nov. 25: Varieties of History: Ethno- and Women’s - - led by group 5 and 6

Thurs., Nov. 27: Thanksgiving recess; no class meeting

Tues., Dec. 2: Varieties of History: Oral, Public, and Digital - led by group 7, 8, and 9
Final draft of research paper DUE

Thurs., Dec. 4: Christianity and History

Tues., Dec. 9: Christianity and History (cont.)

Thurs., Dec. 11: Wrap-up

Wed., Dec. 17, 1:30 p.m.: Exam week meeting
Reflective essay on History DUE