Regis University
College of Professional Studies
School of Humanities and Social Sciences
Variable Weekend Course Syllabus
MAHS 610 - Historiography

Instructor:
Phone:
Email:
Class Location and Time:

Course Description

MAHS 610 Historiography (3 Credit Hours)

Course Outcomes

When this course is completed, students will be able to:

- Review and analyze the evolution of historical inquiry and the impact of the different approaches on the discipline of history
- Understand methods used to engage in historical inquiry
- Identify and effectively use library resources to conduct historical research
- Identify and use authoritative resources and literature for conducting historical inquiry
- Develop historical hypotheses or arguments, and develop investigative strategies for addressing those hypotheses or arguments
- Develop a personal strategy or methodology for conducting historical inquiry
- Understand the need and approaches used for documenting historical resources
- Develop a literature review
- Synthesize and integrate information from different sources and present it in an organized, meaningful written essay using a correct documentation and manuscript format
Course Prerequisites

None

Required Course Materials


RegisNET Email Account

A RegisNET Account allows students to use and access Regis University web-based resources. Student use of RegisNet email protects student identity and ensures more confidential exchange of information between Regis students and instructors. RegisNET provides access to SHAREPOINT, TM SMARTTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a RegisNET account, go to INsite http://insite.regis.edu/, select “RegisNET Account.” You will be required to post either your social security number or student ID. Specific instructions on how to create a RegisNet account are at the following link:

https://in2.regis.edu/sites/nurse/03062042152/Orientation%20Documents/How%20to%20create%20a%20RegisNET%20account.doc

Course Learning Topics

At the end of this course, the student should have the ability to:

Learning Topic #1: Understand the historical evolution of historic inquiry
Learning Topic #2: Understand and use methods for historical inquiry
Learning Topic #3: Identify and use library resources for historical inquiry
Learning Topic #5: Develop hypotheses and arguments for historical inquiry
Learning Topic #6: Develop a personal approach for conducting historical inquiry
Learning Topic #7: Develop a literature review
Learning Topic #8: Synthesize and integrate information from different sources and present it in an organized meaningful written essay using documentation and manuscript format. Distinguish the proper use of documenting historical information and incorporating the information in a graduate paper.
NOTE: The facilitator may make changes to the syllabus.

Regis University Core Philosophy

Course materials and format are designed to celebrate the framework that makes Regis superior to other universities, the Regis Core Philosophy. This core philosophy embraces spreading knowledge, thinking critically, embracing personal standards, being socially responsible, and becoming leaders inside and outside the discipline to improve society. Course discussions, debates, documentaries, group projects, and essay assignments are all designed with these principles in mind. Embrace these elements and use them to become a better learner today for tomorrow’s challenges.

Grading Scale

<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>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>59 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

The value and weight of each assignment will be explained by your facilitator.

APA Documentation Style

The School for Humanities and Social Sciences has adopted the APA documentation style for referencing source materials and as a style guide for written papers.

Assignment and Assessment Methods

A variety of assessment methods will be used to enable students to demonstrate the competencies identified by the course description and course outcomes. These assessment methods may include, but are not limited to, written assignments, oral presentations, research papers, quizzes, service learning projects, and class participation. The instructor may provide more details about assessing course assignments.
# Grading Criteria Guidelines

## Content and Organization

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Performance - Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>The writer completes the task set by the assignment, whether short written assignments or longer essays, using the following: correct grammar, spelling, sentence and paragraph structure, explanations, examples, and where applicable data and documentation. In addition, written essays are excellent in nearly all respects exhibiting the following characteristics: clear thesis, sufficient information to support the thesis, substantive documented evidence, logical reasoning, and major and minor conclusions. Finally, the paper incorporates a style that is easy to read, engages the reader’s interest, synthesizes complex ideas, and maintains graduate level fluency.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Shares many of the characteristics of the &quot;A&quot; paper, but portions are weaker to some degree in the reasoning, content, research support, composition, and organizational components.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>The writer has come to terms with the basic task of the assignment, and the paper is generally competent. The organization, composition, analysis, and content contain mistakes or omissions that take away from the overall goals and understanding of the assignment. Evidence of substantive research and appropriate documentation is minimal.</td>
</tr>
<tr>
<td><strong>D/F</strong></td>
<td>The assignment contains some elements necessary for a graduate level written assignment or presentation, but lacks a clear thesis, clearly developed ideas, adequate support, substantive documentation, and graduate level composition quality. Grades of F will be given for papers that fail to meet the standards for any of the grades above or for students who fail to complete the required assignments for passing the course.</td>
</tr>
</tbody>
</table>

## Grammar, Punctuation, and Spelling

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description of Performance – Format and Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>The paper is virtually free of errors in sentence structure, usage, and mechanics and shows evidence of excellent control of language</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>The paper has few errors in sentence structure, usage, and mechanics. Those few errors do not interfere with comprehension and are not distracting to the reader.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>The paper may contain some awkward or ineffective sentences and may show some problems with mechanics or usage. These errors, however, are not serious or frequent enough to consistently distract the reader from the content or to interfere significantly</td>
</tr>
</tbody>
</table>
with comprehension.

**D/F** The paper contains errors in grammar, sentence construction, mechanics, and/or usage which often interfere with comprehension or prove distracting to the reader.

The paper has a number of ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage which impede understanding. The difference between a "D" paper and an "F" paper lies primarily in the pervasiveness of errors.

## Tentative Course Schedule

Please note: Students are expected to have assignment completed prior to coming to class and submitted on the date due unless arrangements have been made otherwise prior to the course or assignment due date. Late assignments grades may be penalized at the instructor’s discretion. Likewise, students are expected to have read the assigned course readings prior to class meetings. The instructor may provide additional instructions for the course assignments and schedule.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday Weekend 1</td>
<td>*Evolution of historical inquiry</td>
<td>Arnold: *Read entire book</td>
<td>*Written Assignments #1 and #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Banner: *Read Pages 11-20</td>
<td></td>
</tr>
<tr>
<td>Sunday Weekend 1</td>
<td>*Methods of historical inquiry</td>
<td>Storey: *Read Chapters 1-2</td>
<td>*Library tour</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*In class research assignment</td>
</tr>
<tr>
<td>Saturday Weekend 2</td>
<td>* Developing an hypothesis or thesis</td>
<td>Davidson &amp; Lytle: <em>Read Preface and Introduction</em>Read one chapter based on Written Assignment 3</td>
<td>*Written Assignments #3 and #4 *In class assignments</td>
</tr>
<tr>
<td>Sunday Weekend 2</td>
<td>*Develop a personal approach to the study of history</td>
<td>None</td>
<td>*Written Assignment #5</td>
</tr>
</tbody>
</table>

## Assignments

1. **Written Assignment Number 1 Due the Saturday of the first weekend class meeting**

Read Arnold and prepare short answers to the questions below based on the readings from the text. Each response requires about one to two pages (longer if needed) of typed double spaced writing that not only directly answers each question, but also requires some discussion that represents the student’s personal interpretation or commentary.
beyond the specific answer. While the amount of discussion will vary for each student, remember to provide clear explanations and exemplifications that develop reasoned and insightful responses. As a general rule, paragraphs consist of five to eight sentences, but may be a bit longer depending on the discussion.

- Chapter 1: What three insights or lessons does the story of Guilhem Dejan’s murder teach you about the study of history?
- Chapter 2: How did the rhetoric approach influence the writing of history and what advice or precaution does that offer you for the study of history (consider the Middle Ages, the 14th Century, and the 16th Century)?
- Chapter 3: How did religious conflict influence the study of history, and what advice or precaution does that offer you for the study of history?
- Chapter 3: How did the antiquarian approach influence the study of history and what advice or precaution does that approach offer you for the study of history?
- Chapter 3: How did the Enlightenment influence the study of history and what advice or precaution does that approach offer you for the study of history?
- Chapter 4: What advice or systematic approach is described in the chapter that tells a student how to “do history”?
- Chapter 5: What are the advantages of the so called “Great Man” approach to the study of history and how might this approach be useful to you?
- Chapter 6: How did the annales approach influence the study of history and how might this approach be useful to you?
- Chapter 6: How did the mentalite approach influence the study of history and how might this approach be useful to you?
- Chapter 7: What does this chapter suggest as a way of determining the truth and how might this thinking be useful to you?

2. **Written Assignment Number 2 (Due Saturday of the first weekend class meeting)**

Read the Preface in the Banner text and one of the review articles. After reading the review article, prepare a two to three page typed double spaced paper explaining what you see as the major challenge or problem the article presents and how you might use that information to assist you with your study of history.

3. **Written Assignment Number 3 (Due Saturday of the second weekend class meeting)**

Read one of the cases in Davidson and Lytle text. After reading one of the chapter essays, prepare a short two to three page typed double spaced paper describing a question that the essay has prompted you to research explaining why the question is worth pursuing historically, and how it might address a broader aspect of history worth noting. For the assignment, you will need to research beyond what is discussed in the case. For example, the case titled “From Rosie to Lucy” in Chapter 14 discusses among several points, the influence television domestic dramas and comedies had on shaping gender
roles, particularly those of women, in the 1950’s. In this example, a student might want to disprove this point.

Alternatively, a student might wonder beyond that discussion as to whether there is a more objective way to substantiate the influence of television, one way or the other, on the gender roles adopted by baby-boomer girls who watched the same television programs as their mothers in the ‘50s. If, for example, television shows from that decade had influenced feminine domestic roles, then was that also true for baby-boomer girls as they later came of age in the 1960’s? (Popular perception might suggest that female “boomers” are much less “domestic” in attitude and practice than their post World War II mothers. Could this be true? Whether the answer is yes or no, what historical conclusion can be made of this point, i.e. why is this answer to the question important or valuable, historically?)

4. **Written Assignment Number 4 (Due Saturday of the second weekend class meeting)**

Prepare a minimum four to five page typed double spaced literature review for the question or topic you plan to write about based on Assignment Number 3.

5. **Written Assignment Number 5 (Due at the direction of the instructor)**

Prepare a 10 – 12 page paper that follows up on the question that was proposed in Assignment Number 3. The final product may substantiate the question or thesis originally developed in Assignment 3 or it may take on a different thesis based on research that has produced a different conclusion. The paper must contain an introduction that develops a thesis and an explanation for the paper; substantive content with examples and documentation that support the thesis; and a definitive conclusion that goes beyond a summary offering a prediction and / or a perspective about the importance of the research as it pertains to the greater understanding of the topic.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment 1</td>
<td>20</td>
<td>First Weekend Class, Saturday</td>
</tr>
<tr>
<td>Written Assignment 2</td>
<td>10</td>
<td>Second Weekend Class, Saturday</td>
</tr>
<tr>
<td>Written Assignment 3</td>
<td>10</td>
<td>Second Weekend Class, Saturday</td>
</tr>
<tr>
<td>Written Assignment 4</td>
<td>20</td>
<td>TBA</td>
</tr>
<tr>
<td>Written Assignment 5</td>
<td>40</td>
<td>TBA</td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Course Policies

**Academic Dishonesty**

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the College for Professional Studies Undergraduate faculty, departments or programs for cheating (defined as using inappropriate sources of information on a test) or plagiarism (defined as presenting as one’s own, the ideas, words, or products of another). Such sanctions may include a failing grade on the assignment, failure of the course, or expulsion of the student from the course or the department.

**Attendance/Participation**

The expectation is for students to attend all class sessions. Because of the accelerated nature of the course work in the College for Professional Studies, missing any class may have a negative impact on the student’s learning and course performance. Any student who misses the first class must contact the facilitator/instructor or the School of Humanities and Social Sciences either prior to the first class session or as close to the first class session as possible. If a student fails to do so, he/she will automatically be dropped from the course. A student who has not attended the first class session may be admitted to the course only with facilitator/instructor permission. Because classes are condensed, students need to attend every class. Regis guidelines are such that students cannot miss more than 4 hours of class time and still pass a course.

Make up work may be required if the student misses a class. This work is arranged, in advance if possible, between the facilitator/instructor and the student. The student is responsible for contacting the facilitator for the additional assignment(s).

**Late Assignments**

In fairness to students who submit assignments on time, assignments that are submitted late will not receive full credit, unless arrangements have been made with the instructor prior to the assignment due date. Assignments turned in one to five days late will have two points per day late deducted from the grade. No assignments accepted after five days.

**Plagiarism**

Plagiarism is defined as presenting as one’s own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include a failing grade on the assignment. A repeated offense will result in failure of the course and possibly expulsion from the department or program.
The instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, the instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

**Incomplete Grade**

A grade of Incomplete Failure (IF) denotes that the required work for the course is incomplete due to unforeseen circumstances. Unforeseen circumstances include events that prevent the student from completing the class as a result of an accident, an illness, or other major personal circumstances that must be documented.

A student must submit a written request to the instructor asking that an IF grade be assigned prior to the end of the term in which the course is taken. The course instructor will determine the length of time for course completion, and the remaining requirements to complete the course; however, the maximum time for completion is the end of the following semester. Faculty will notify students in writing of the approval/denial of their request and provide instructions and guidelines required to resolve the incomplete grade. If the course work is not completed by the end of the next applicable semester, the incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the student’s grade point average.

**Dayton Memorial Library**

The Dayton Memorial Library can be accessed at Website http://www.regis.edu/library.htm. The Jesuit University system provides 24 hour research support. The reference desk can be accessed by clicking on the “Ask Us” icon Website and looking under “Chat with us”, or at 303-458-4031, 1-800-388-2366 Ext. 4031.

**Disability Guidelines and Eligibility**

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

If you have a documented disability requiring academic adjustments for this class, please contact the Office of Disability Services (ODS) Room 118B, Life Directions Center (303.458.4941 or 1.800.967.3237 ext. 4941; or mbwillia@regis.edu). The staff will review your documentation and help you determine appropriate and reasonable accommodations. Following the meeting with Disability Services, please make an appointment to meet with the course instructor prior to the beginning of the course or by the first class meeting to discuss your accommodation request in light of the course requirements. Please plan to meet with Disability
Services as soon as possible because accommodations are not provided retroactively and adequate lead time is required.

**Diversity**

At Regis University, the term diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all our members. Consequently, our differences should thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Respecting our human differences, whether they are physical or philosophical, is what diversity is all about. It is not necessary that we all believe the same thing, but we all must respect others’ beliefs and opinions. Within Jesuit tradition, respect for self and others is critical. A learning community that embraces a diversity of thoughts and ideas benefits all of its members. The discovery and discussion of different viewpoints is what makes a university unique.

Incidents of intolerance and disrespect on campus are thoroughly investigated and individuals who behave disrespectfully will be held responsible for their actions according to University policies and procedures. At Regis University, policies and practice are based on our Jesuit mission of maintaining a campus climate in which the civil rights of every individual are recognized and respected. Accordingly, acts of disrespect and discrimination, no matter how subtle, are not acceptable and will not be tolerated.

We are actively pursuing measures to increase diversity on our campus in all areas of human difference, not because it is the “in” thing to do, but because it is the right thing to do.

It is imperative that we continue to make Regis University a safe and welcoming community of which we may all be proud to be a part. To contact the Diversity office call (303) 458-5304 or e-mail: diverse@regis.edu

**Writing Assistance/Tutoring Information**

Occasionally, students need additional assistance with course content. Tutorial assistance is available to students through Smarthinking, writing assistance and personal tutoring. Smarthinking provides every CPS student ten hours of free online tutoring in writing, math, statistics, economics and accounting each year. Free writing workshops are available throughout the year for CPS students at various campuses. Ask the instructor for writing consultant contact information. For access to these services, go to www.regis.edu, click on “Current Student” then “Humanities and Social Sciences” under College of Professional Studies (CPS), then “Services for Students” on the left, and finally “Tutoring/Smathinking” under Academic Tools.

Roving Writing Consultants are also available to give personal, specific tutoring assistance to all CPS Undergraduate and Graduate Students, including distance learning students. The tutors can meet with students by appointment at Regis campuses or at mutually convenient places in the Colorado front range area, or alternatively by email. **These services are provided at no charge to CPS students.** Pat Brunelle (pbrunell@regis.edu or 970-535-4315) serves the Ft. Collins, Longmont, Lowell, and Broomfield Campuses. Michael Garcia (mgarcia@regis.edu or 303-882-6228) serves the Colorado Springs, Lowell, Aurora, and Denver Tech Center Campuses.