



HI 389
Spring 2009
231 SH
T 6:30 9:00 PM

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Office Hours: by appointment
ppetrik@carroll.edu
Prof. Paula Petrik

1. A CHESAPEAKE MYSTERY

Tuesday,
January 13

Housekeeping Details
Introductions
Survey: of Resources
Discussion: Intro to Google Docs

Tuesday,
January 20

Lecture: "Evidence: Text 1"
Reading: *After the Fact*, Chap. 1, "Serving Time in Virginia"
Reader, "Chesapeake Mystery"
Discussion: "Chesapeake Mystery"
GOOGLE DOCS SETUP DUE

Tuesday,
January 27

Lecture: "Evidence: Text 2"
Reading: *After the Fact*, Chap. 3, "Declaring Independence"
Reader, "State v. Rehberg"
Discussion: "State v. Rehberg"
ESSAY #1: CHESAPEAKE MYSTERY ESSAY DUE

2. THE CLUE IN THE PAINTINGS & OTHER SIGNS

Tuesday,
February 3

Lecture: “Evidence: Images 1: Paintings”
Reading: *After the Fact* CD, “The Noble Savage”
Reader, “Pigeon’s Egghead...”
Discussion: “Pigeon’s Egghead...” and Others

Tuesday,
February 10

Lecture: “Evidence: Images 2: Photographs”
Website: Errol Morris, *Which Came First*, [Part 1](#), [Part 2](#) & [Part 3](#)
Getty Museum, [Early Photography: Making Daguerreotypes](#)
Reading: *Reader*, “Nineteenth-Century Daguerreotypes”
Discussion: “Historians & Photographs”

Tuesday,
February 17

Film: *Murder at Harvard*
Website: Errol Morris, *Play It Again, Sam*, [Part 1](#), [Part 2](#)
Discussion: “Historians & Documentaries”
Introduction: City Directory Database
ESSAY #2: DAGUERREOTYPE ESSAY DUE

3. THE BARROW’S PLANTATION ADVENTURE

Tuesday,
February 24

Lecture: “Evidence: Maps”
Reading: *After the Fact*, Chap. 5, “The Invisible Pioneers”
Discussion The Barrow’s Plantation Adventure [computer lab]

Tuesday,
March 3

Website: [Mapping in Our Lives](#)
Update: Barrow’s Plantation Adventure
Discussion: “Cartography for Historians”

Tuesday,
March 10

NO CLASS-SPRING BREAK

Tuesday,
March 17

Film: *Murder of the Century*
Website: [Murder of the Century: Evelyn Nesbit Remembers](#)
ESSAY #3: BARROW’S PLANTATION ESSAY DUE

5. THE CASE OF THE CITY DIRECTORY

Tuesday,
March 24

Lecture: “Evidence: Numbers”
Reading: *After the Fact*, Chap. 5, “History and Grand Theory”
Website: [Making Sense of Numbers](#)
Update: City Directory Database
Discussion: Sanborn Maps Neighborhood Analysis

Tuesday,
March 31

Workshop: City Directory Database Analysis & Sanborn Mapping

Tuesday,
April 7

Websites: [Paint By Number](#); [Cawtaba Docs](#)
Introduction: Omeka & Online Collections
Discussion: Designing the Online Collection
ESSAY #4: NEIGHBORHOOD ANALYSIS & MAP DUE

6. THE SECRET OF THINGS

Tuesday,
April 14

Lecture: “Evidence: Things”
Reading: *After the Fact*, Chap. 6, “Quilting in the 1840s and 1850s”
Reader, John Lewis Krimmel, *The Quilting Frolic*

Tuesday,
April 21

Workshop: Online Collection

Tuesday,
April 28

Workshop: Online Collection

May 5

ONLINE COLLECTION DUE
ESSAY #5: QUILTING FROLIC ESSAY DUE
SELF-EVALUATION DUE

COURSE

This course is designed as an introduction to the practice and writing of history via examination of primary source documents that contain a “mystery.” The course involves learning how to ask questions and knowing by serendipity or logic the right question. It is also about knowing what is an irrelevant detail – a red herring – and what small detail will carry an inquiry to its main goal. It is about learning to interrogate (and to distrust) evidence and mastering the art of inference. The course is about piecing together the bits and pieces of evidence in an engaging narrative and convincing analysis. And last but not least, the course is about learning how to present findings to an audience, whether large and essentially anonymous. Doing history is much like solving a problem in any other discipline, and it’s a great deal like what a professional does every day. Note: You will probably not improve your Jeopardy won/loss record.

BOOK

The following book is required for the course. It is available in the Campus Bookstore.

James West Davidson & Mark Lytle, *After the Fact*, 5th Edition

GOOGLE DOCS

You are required to obtain a Google account and familiarize yourself with using Google Docs, especially the Sharing facility. If you do not have a Google account, you can obtain one is available at: <http://tinyurl.com/gpgq9>. All of your writing assignments and projects will be posted to Google Docs. One final observation: Google Docs is free. Yay!

POLICIES

I am explaining and stating these policies now, in the clearest possible terms, so there can be no dispute over what I expect. If you have questions about my expectations, please raise them. But whenever you ask me to modify my expectations because you failed to plan and use your time efficiently, you put me as well as the rest of the class in the ethically difficult position of applying different standards to different people. I ask that you accept responsibility for your actions rather than put us all in an uncomfortable position.

Attendance

At this point in your intellectual development, you should have some sense of personal responsibility. Class attendance, therefore, will be up to you. It will be very difficult, however, to pass the course without attending class because the assignments are the focus of many of the class discussions. Attendance is especially important when a course meets once a week.

Students with Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center. All academic accommodations must be arranged through that office.

Email

Please check your Carroll mailbox periodically or arrange for your Carroll mailbox material to be forwarded to your preferred email address. In addition, be sure that your mailbox has not exceeded its capacity so that your mail bounces back to me. If I send out announcements, I use the Carroll mailing class mailing lists per university regulations. If you need to email me, please put HI 389 in the subject line and sign your full name. Putting something like “Hi” or “Have a question” is a common “spam” technique, and my emailer is trained to junk these messages. Using HI 389 in the subject line will help my spam detector route you to the proper folder, guarantee that I read your email, and ensure that I know who you are. Do not, however, expect an immediate response.

A Note on Computer Use

Computers are a great boon to the student writer. But, as with any technology, you must take steps to minimize the problems that computers inevitably cause. Do not expect to get through the semester without having at least one computer crisis. Prepare for this well in advance. Back up your work constantly and have alternative plans for obtaining computer use, if your primary options fail you. We will never accept computer problems as excuses for missed assignments. You must also keep backup copies of submitted assignments – either in electronic form or hard copy.

Similarly, computers and email permit around-the-clock communication. If you have questions or need to apprise the instructor of an emergency situation, contact me via email. Should you need to discuss an issue with the instructor, contact me via email or by phone. Many of your questions can be answered by consulting the website at:

<http://www.archiva.net>

The site contains a duplicate of the syllabus, including the schedule and writing assignments. Since the course makes use of the Internet, you might find it more convenient to use the PDF version of the syllabus and its links.

Grades

Grades, including +s and -s, will be assigned in the following manner. **REMEMBER THEY REPRESENT AN EVALUATION, NOT A REWARD.** To rephrase Solomon, Smith-Barney, the (now defunct) investment folk, we do grades the old-fashioned way – earn them.

- A Outstanding work, complete mastery of the material presented, combined with some originality.
- B A solid command of the material with some gaps or mistakes in a basically sound essay or discussion.
- C Some knowledge of the material; mistakes and confusion are acceptable if mixed with some understanding. Not a reward for attendance or effort.
- D An incomplete and minimal knowledge of the material, major confusions and errors.
- F A failure to present the material in a reasonably accurate and comprehensible manner.

I There are no “incompletes” given in this course except in cases of bona fide and documented instances in accordance with the regulations of the university.

P For a “pass” a “C” average is required.

The nature of the course suggests that breaches of academic integrity will be difficult to accomplish. If, however, a class member engages in plagiarism or other forms of cheating, he or she will receive a zero for that assignment and be reported to the Honor Board for further academic action.

If you receive a grade or criticism that seems unfair or if you desire further explanation, see me. If you come to argue for a better grade, come prepared to present your case in the most coherent and organized manner possible.

REQUIREMENTS

The requirements for the course are as follows: (1) 5 short essays (50 pts. each=250 pts.); (2) class participation (50 pts); (3) a final project (100 pts.); and (4) a self-evaluation (1 page, typed, single-spaced) assessing your performance in the course (not graded but required). Total points for the course is 400 points. There is no final and no mid-term exam in this course.

WORK

There are five, short short essays required for the course. These are due on the days listed in the syllabus. Although the page requirements for the essays are modest, the essays require a considerable amount of background work to be successful.

1. Chesapeake Mystery Essay

Write a 3-4-page essay in which you compose a narrative of the testimony given at the examination. In your conclusion, explain what the document tells the reader about the nature of indenture in the Chesapeake in the seventeenth century. (A narrative is the “orderly, continuous account of an even or series of events;” exposition is the “explanation of” or “commentary on” an event, series of events, or issue. Most historical writing combines both narrative and exposition; it tells a story and explains its significance.) For historians, the first step is getting the story right. Sometimes this task is straightforward; sometimes it is not. (If all else fails, you might begin your second paragraph with, “In September 1681, Katherine Watkins came before the magistrates in Virginia and....”)

2. Nineteenth-Century Daguerreotypes

Using the daguerreotypes from the *Reader*, formulate a thesis regarding nineteenth life or culture. In a 3-4 page essay, discuss the various themes evident from the images and the reasons for their appearance. Why, for example, are there so many occupational images? Or, what might be the reasons for the number of pet pictures, given the difficulty involved in photographing animals? The images in the *Reader* are numbered, so you should refer to the images in making your argument.

3. Barrow’s Plantation Essay

There is an error in the Barrow’s Plantation map. Your assignment is to discover the error. In the process of ferreting out the problem with the map, you will also discover how tenacious a plantation can be, among other insights. For this assignment, all of what you will need is online is one form or another,

so this exercise will also be a wee test of your online research talents. Once you have found the answers to the questions, cast your answers in a 2-4-page narrative. (Do not slavishly answer the questions in the body of your essay but report the results of your research.) You might, for example, begin with the following: "Located x miles x direction of x, Barrow's Plantation had x slaves in 1860. They lived...." Your evidence should be placed in an accompanying photo album.



4. *Neighborhood Analysis & Map Essay*

In this assignment, we will test historical theory, namely, the Turner Thesis by carrying out a neighborhood analysis based on the Polk 1890 City Directory database (group preliminary project) and a Sanborn insurance map (to be distributed in class). Essentially, the assignment will involve mapping Helena residential patterns and writing a short 2-3 page essay in which you describe and illustrate your findings as well as discuss their support for the Turner Thesis (or not).

5. *The Quilting Frolic Essay*

Once you have your *Quilting Frolic* object, use both online and library resources to write up a short, 2-3 page history of the object based on the questions, paying special attention to the final questions. At the end of your essay, include a short bibliography pertaining to the object. (In this way, we'll build a both group analysis and bibliography.) You might also wish to collect additional explanatory images of the object and include them in a photo album. Keep in mind that is a mini-research project. Move through the data quickly. You only need read the secondary sources to the extent that you know that they pertain to the object and might on more detailed inspection yield some solid information.

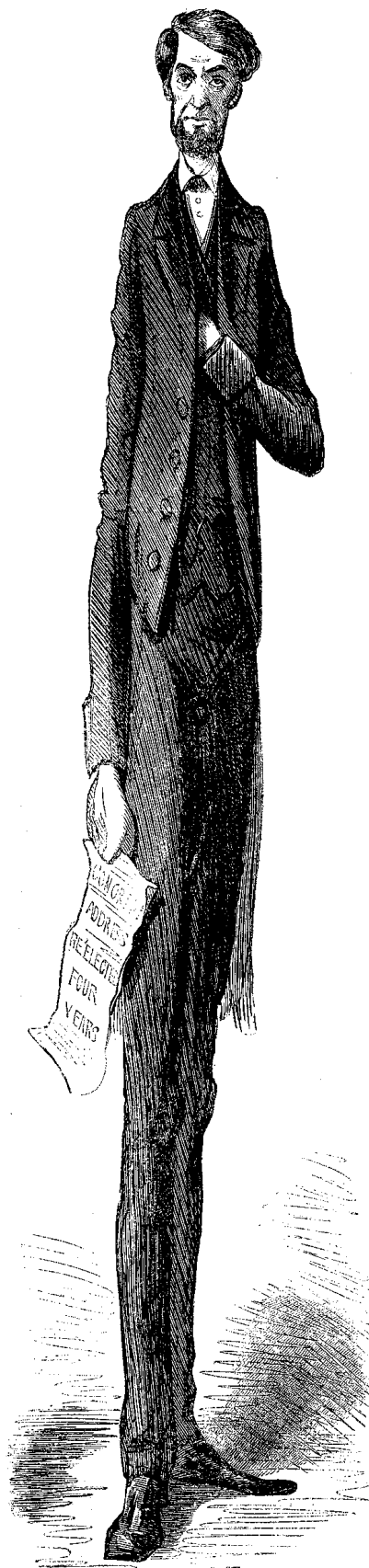
ESSAYS

There are five essays required for the course. They are due in class on the date stated on the syllabus schedule. Points or partial points will be awarded for the following:

1. . promptness (0 or 10 pts.)
 2. introduction (1-5 pts.)
 3. thesis (1-5 pts.)
 4. argument (1-10 pts)
 5. evidence (1-5 pts)
 6. grammar (1-10 pts.)
 7. format (1-5 pts.)
 8. bonus (0-5pts)
- TOTAL 50+ pts.

FINAL PROJECT

There is one major project for this class. The final project will be an online collection. Although the topic, design, and content of the final project will be developed by the class over the course of several discussions, broadly speaking the project will involve the acquisition of roughly ten primary sources (possibly more) per individual class member as well as the creation of appropriate head notes and scholarly apparatus for each source. The goal is to leave some useful history behind after the class has



ended so that others might benefit from our labor and historical analyses.

WRITING

Colleges and universities nationally have made a commitment to improve students' writing. Toward that end, instruction in writing will be a part of this course. Effective writing is a major component of effective thinking, and, as such, is the foundation for history. (The word, history, comes from the Latin, *historia*, meaning story or chronicle.) Although it is impossible to teach the whole of composition in a semester, it is possible to impart several useful techniques and develop a writing discipline via a continuous schedule of writing.

THE GOOD ESSAY

Students often ask about writing a good short essay. Essentially, an essay should be four to eight paragraphs – roughly 500-1000 words or the equivalent of 2-4 double-spaced pages. You might want to draft your entry in a text editing program first and copy and paste into Google Docs after you have finished. Use a plain text editor, such as Notepad on a Windows platform or TextEdit on a Mac, to avoid pasting in all sorts of weird characters that result from using MS Word. In other words, do not write your essay in MS Word and then copy and paste it into your Docs editing window. Although we will discuss the elements of a good essay and comment extensively in class, these paragraphs are offered as a reference and a summary of how your essays will be evaluated.

Promptness

Punctuality is a virtue. Assignments that are submitted on time receive full credit; late assignments are docked 10 points. Late assignments have one week's grace period. After that time, they receive no credit or a zero unless you present bona fide documentation in accordance with college regulations.

Title & Introductory Paragraph

A good essay begins with a good title. A good title gets the Reader's attention immediately and sets the tone for the rest of the entry. A title, such as "Essay #1," is not particularly effective or even interesting. Since this is a class, you must number the entries so that the Reader knows which assignment you are addressing. Examples might include: "Essay #1: Edenton's Women: Early Politics" or "Assignment No. 8: SimUtopia: Pleasantville." You can be much more creative, but your essay must have a number. And if you use a catchy title that might be confusing or ambiguous, be sure that the document title(s) is indicated in the first paragraph.

Once you've decided on an interesting title, the next step is framing an introduction. An introductory paragraph can take many forms, but in an essay, two strategies are usually successful: the brief anecdote or narrative or the quotation. How might these work? Here are two examples.

The New Yorker magazine observed, "We believe that the truth can turn up in a cartoon, in one of the magazine's covers, in a poem, in a short story,...." *The New Yorker* statement might well apply to the British reactions to events preceding the Revolutionary War depicted in an early cartoon. [The quotation]

In 1770, Boston citizens skirmished with a small band of British soldiers in front of the Customs House. Although witnesses to the event differed on who was responsible for the starting the altercation, the results were not in dispute—five dead Bostonians. Four years later, the women of Edenton decided to oppose the British Tea Act by boycotting tea. [The short anecdote or narrative]

In a short essay, one rule of thumb is that the last sentence of the introductory paragraph should be the thesis. You should be aware that it is acceptable (and often necessary because of time constraints) to skip the introductory sentences in an essay examination question and begin immediately with a thesis statement.

Thesis

A thesis is a proposition or statement of an argument. It is not "stage direction" (e.g., "In this paper I will tell you about the British and American attitudes toward pre-revolutionary activism, and then I'll show..."). An adequate thesis is a clear, precise, declarative statement: "The British cartoon 'Women of Edenton, North Carolina,' suggests that the British attitude toward patriot activism was _____ and _____. Obviously, your interpretation of the source will determine what you put in the blanks. Note, too, that this statement identifies the source.

Argument

The body of your essay follows the terms of your thesis and outlines your argument, beginning with a transitional sentence. (The easiest way to frame a transitional sentence is to take an important word or phrase from the sentence in the preceding paragraph and build on it.) In the Edenton example, the next paragraph would discuss the first "blank" and include the supporting evidence. The second paragraph would follow with a discussion of the second "blank" (usually its best to put the most compelling evidence last) and its evidence. The third paragraph would take up the conclusion.

A conclusion not only summarizes your argument—usually in a sentence or two—but also discusses its historical significance. The last is the most critical. A conclusion puts your argument into "the big picture," as Richard Nixon was fond of saying. It is an effort to relate your findings to a broader theme in the course. Does Edenton cartoon say something about how the British viewed patriot seriousness of purpose? Does the image offer any insights into British and American views on gender and politics? Et le voilà—your essay is finished, and you have a nicely ordered 4–8 paragraph document.

Evidence

Evidence is a summary description or a short quotation from the source that supports the point that you wish to make in your paragraphs or provides a attribution for an author's idea. For example: "The cartoonist suggested that the patriotic women of North Carolina were _____ and _____ by depicting the women's careless parenting (the child under the table) and slovenly housekeeping (spilled food and the dog's urinating under the table)." If you use a quotation from a source other than the documents that are part of the assignment, you must use quotation marks and a citation. Since footnotes and endnotes are difficult to achieve on the web, we'll go with the bracketed reference mark [1] at the end of the sentence containing the quoted material and a bracketed reference mark at the end of your essay with the source. Your essay must contain at least one reference to the textbook or other source either as a summary quotation or direct quotation.

Grammar

Grammar and mechanics are important for a variety of reasons – all of them good. All your essays should be grammatically correct in all their particulars. Correctness includes spelling, punctuation, diction, and mechanics. A list of common grammar errors and suggestions for correcting them appears elsewhere.

Format

Typing and word processing differ for a variety of reasons. Clarity is the name of the game. Each essay must conform to the following format:

1. Essay number
2. Essay title
3. Underlined or bolded thesis sentence
4. Space between paragraphs
5. Titles of books should be italicized, titles of articles or documents should put in quotation marks, and so on.
6. Use text links to sources on the web. Do not simply use a URL.
7. There is one space after a period and colon in word processing.

Bonus

Bonus points are awarded for an especially creative, original, or stylistically sophisticated essay. Those who go the extra mile will be rewarded.

GRAMMAR FOR HISTORIANS & OTHERS

Here are some common grammatical problems that arise in history papers. They can be downloaded from <http://www.archiva.net/writing.html>. These are the grammatical errors that count in your essays, so it is a good idea to look over the list.

SELF-EVALUATION GUIDELINES

Oftentimes, a letter grade does not reflect the effort that students put into a course, the amount a student has learned, or the skills that a student has acquired. A self-evaluation is one way of remedying this deficiency by illustrating and documenting your participation in the course from your perspective. This is the time to argue for yourself and put your best foot forward. In fact, it is in your interest to do

the best job that you can on this assignment. The self-evaluation should be a one-page, typed single-spaced paper in which you address the following topics:

- I. Evaluation of your participation in the class
 - A. Attendance
 - B. Time devoted to the materials
 1. Essays
 2. Group work
 3. Website visits
 3. Readings
 - C. Class participation
 1. In-class contributions
 2. Group contributions
 3. Exercise participation
 - D. The ways in which you think you improved or not
 - E. The problems you encountered in your effort to complete the class assignments to your satisfaction.
 - F. What you would have done differently
 - G. Some of the skills or knowledge that you acquired
- II. A general assessment of how you will apply what you have gained (or not) from the class in the future
- III. Other activities of a historical nature that you participated in

ESSAY CHECK LIST

My essay contains or accomplished the following:

1. Submitted on time
2. Essay Number
3. Essay Title
4. Underlined or bolded thesis sentence
5. Space between paragraphs
6. Text links not simply URLs
7. An argument in four or eight paragraphs
8. Citations for attribution of quoted material or ideas
9. One reference to an external source
10. A conclusion
11. Checked the grammar
12. Proofread my essay for pesky typos or bad “copy & pastes”
13. Checked my Google Docs page to be sure that my essay is available and shared
14. Tried to do something a bit extra this time (optional)