

## **HIS2070: Doing History Fall 2021**

**Instructor:** William Wood  
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**Hours:** By appointment

### **Course Objectives and Outcomes**

This course is an introduction to historical methods and the skills necessary for upper division work in history. While writing several short papers and one major research paper, students practice a wide range of research skills such as analyzing primary and secondary texts, working in archives and libraries, editing and revising, note taking, and documentation. In addition, class readings on contemporary historiography acquaint students with the wide range of approaches to history, with a special focus on exploring a Christian perspective of the discipline. (If possible given our pandemic) students also visit local libraries, archives, and museums, and are encouraged to investigate the opportunities available for internships and career development during their student years.

Traditionally, each year of HIS2070 has had a theme topic to help students focus their research early as well as to be able to assist one another in the process of producing a final research paper. This semester our theme will be “Christian Missions.” We will use the vast primary and secondary sources available on this topic here at PLNU to practice the various steps involved in historical research. The final outcome will be a polished research paper on an individual missionary or mission demonstrating your ability to utilize historical methods.

Our official learning outcomes are that students will...

- Complete a substantial historical project autonomously (Assessed with the research paper.)
- demonstrate the relationship between primary and secondary materials by assessing a historian’s work and recognizing the evidence used to construct that historical argument (Assessed with the research paper.)
- present and analyze, in written or oral presentation, different perspectives on an event from the past (Assessed with the oral presentation and the research paper.)
- find appropriate materials online, in a library, or in the community and know how to cite them. (Assessed with the research paper.)

### **Required Texts**

Fea, John. *Why Study History? Reflecting on the Importance of the Past*. Grand Rapids, MI: Baker Academic, 2013.

Dickson, John. *Is Jesus History?* N.p.: The Good Book Co., 2019.

Robert, Dana L. *Christian Mission: How Christianity Became a World Religion*. Malden, MA: Wiley-Blackwell, 2009.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9<sup>th</sup> Edition. Chicago: University of Chicago Press, 2018.

Summary version available here: [Chicago Manual of Style](#)

### **Assignments and Expectations**

1. Regular attendance and participation at every class session is required. As usual, no electronic devices are allowed in my classroom unless authorized by me.
2. Numerous short written assignments will be submitted throughout the semester, covering both assigned readings and practical exercises to enhance your research skills. These will be due at the beginning of class.
3. Research Topic Overview (Prospectus): a 4-5 page summary of your research topic including: working hypothesis/thesis, your methodology or approach, a preliminary bibliography (both primary and secondary sources), and a preliminary outline of the major sections of your research paper.
4. Journal article abstract: a short (1-2 pages) summary of an academic research article related to your topic.
5. Annotated Bibliography: you will submit an evaluation of at least five key secondary sources for your subject area. They may or may not be used in your final paper but you will demonstrate that you are aware of their contents.
6. Analytical Research Paper: approximately 10-15 pages in length, delivered in several stages:
  - a) first submitted draft of polished historical writing in progress (minimum 5 pages).
  - b) you will also summarize your research in an oral presentation to the class.
  - c) a near-final draft of the entire completed paper to be reviewed by one of your peers.
  - d) the final, stunning piece of historical research. Approximately 10-15 pages in length and due during exam week.
7. During this semester you will be required to provide at least three examples of the use of history (well or poorly) by a politician, actor, advertisement, professor, friend, whatever... We will use these to discuss how history is "used" all the time in the world we live in.
8. During this semester we will use the "Discussion" feature on Canvas, both to practice a number of elements of historical thinking and research, as well as to provide a weekly forum for updates and questions regarding your individual research projects.

### **Grading**

Participation (includes short class assignments and your presentation)	20%
Research Assignments (prospectus, journal abstract, bibliography, and peer review)	30%
Final Research Paper	50%

### **Course Calendar**

(Note: This is a best guess only. You will be held responsible for any changes made and announced in class, including handouts and additional readings).

Day	Date	Topic	Readings
R	SEPT 2	Course Introduction	None
T	SEPT 7	Why Study History?	Fea, 1 & 2; [T: 1-2]
R	SEPT 9	Christian Mission	Robert, pp. 1-30
T	SEPT 14	Meet the Librarian	[T: 3-4]
R	SEPT 16	(Mission theme-cont.)	Robert, pp. 31-79

T	SEPT 21	<i>Individual Consultations</i>	Turabian: 15-17!!
R	SEPT 23	(Mission theme-cont.)	Robert, pp. 81-113
T	SEPT 28	(Mission theme-cont.)	Robert, pp. 114-141
R	SEPT 30	(Mission theme+ <b>Journal Abstract due</b> )	Robert, pp. 142-177
T	OCT 5	Using Sources:	Dickson
R	OCT 7	(cont.)	[T: 4-5]
T	OCT 12	The Past is a Foreign Country	Fea, chap. 3: <b>Prospectus due</b>
R	OCT 14	Christianity and History	Fea, chap. 4-5
T	OCT 19	What can history do to you?	Fea, chap. 6-7
R	OCT 21	Research Day	
T	OCT 26	Bad History: Plagiarism and Fallacies	[T: 6-7]
R	OCT 28	What to do with a History degree	Fea, ch. 8: <b>Bibliography due</b>
T	NOV 2	Writing History	[T: 9-11]
R	NOV 4	<i>Field Trip?</i>	
T	NOV 9	<i>Faculty visits?</i>	
R	NOV 11	<i>Alumni visits?</i>	
T	NOV 16	<i>Field Trip?</i>	
R	NOV 18	<b>Paper due to Peer Reviewer</b>	
T	NOV 23	Review with peer	
R	NOV 25	<b>Thanksgiving</b>	
T	NOV 30	Research/presentations	
R	DEC 2	Research/presentations	
T	DEC 7	Research/presentations	
R	DEC 9	Research/presentations	
R	DEC 16	<b>Final Research Paper Due by 5:00 p.m.</b>	

**PLNU Mission** ★  
**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Department of History and Political Science Mission:**

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

**PLNU ACADEMIC ACCOMMODATIONS POLICY** ★

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

**PLNU ATTENDANCE AND PARTICIPATION POLICY** ★

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

**STATE AUTHORIZATION** ★

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online

course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU COPYRIGHT POLICY ☼**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY ☼**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.