

**Report on Disciplinary Communication Grant
Teaching Support for Assessment for Pilot Version of History 100: Skills and
Methods
June 6, 2016**

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In December 2015 the History Department received a Disciplinary Communications Grant in the amount of \$23,016.38 to support two quarters of teaching assistant funding as part of the pilot year for a newly required course, History 100. The funds were used to support teaching fellows for two quarters in the 2015-16 school year. The department provided support for a teaching fellow in the third quarterly offering of the course.

Proposal

Beginning in the 2015-16 school year, the History Department established a new required course for majors, History 100: Skills and Methods. The department decided to develop this course as a complement to the current DC requirement (a one quarter exit seminar or two-quarter senior thesis option) in order to address students' increasing need for very basic training in writing and research skills. In recent years faculty have been obliged to dedicate much of the exit seminars to training in basic skills, which necessarily took time away from developing higher level writing skills in the final research papers. In making this course required for history majors and encouraging them to take it early in their major, the department expects students to be better prepared to thrive in upper division courses and to refine their writing skills in the exit seminars. The course also satisfies the Textual Analysis general education requirement.

The Disciplinary Communication Grant was used to hire highly qualified teaching assistants to keep the pilot year courses small, capped at 40 students. Employing outstanding teaching assistants and keeping the TA/student ratio low was intended to ensure robust feedback on student writing and to support instructors in assessing assignments and workload issues. This was vital in the first year in particular as the department worked to develop resources that would support the future offerings of the course as well as develop guidelines to ensure consistency across course iterations.

Implementation

Instructors worked closely with the library, particularly Annette Marines and Aaron Zachmeier, in developing online tools to support specific assignments. In developing the course, the undergraduate education director consulted informally with the writing program in preparing the course curriculum. In identifying teaching fellows, the department selected experienced teaching assistants with outstanding reputations for their efficacy in instruction. Our first teaching fellow completed additional training in writing instruction from the writing program by completing Writing 203 and our second fellow received an outstanding teaching assistant award from the department.

In implementing the course instructors and graduate teaching fellows collaborated in evaluating work and in assessing assignments with an eye to deciding which were most successful and should be included in subsequent iterations. Faculty have developed a resource sharing process wherein instructors post their syllabi and assignments in a shared folder available to all faculty. Instructors and graduate teaching fellows participated in a workshop on the roll out of the new requirement in the spring quarter to share experiences and lessons learned with the department, particularly students for

next year. Through a follow up discussion in a subsequent faculty meeting recommendations for future iterations of the course were developed and shared.

Future Application

Overall student and faculty assessment of the course is that it is very worthwhile in helping equip students with tools to succeed in upper division courses. The resources developed during the three quarter roll out of the new requirement will help support future iterations of the course. Discussions among faculty and graduate teaching fellows have helped the department identify assignments to recommend for inclusion in all iterations of the course as well as the refinement of course learning outcomes. Next year the department will be working with Anna Sher in Institutional Research, Assessment & Policy Studies to compare student outcomes in exit seminars between students who completed 100 with those who have not. This should further support our efforts to refine the course. The Disciplinary Communication Grant provided valuable support in the implementation and improvement of this course which will improve student writing across the major in years to come

For a sample syllabus, assessment resources, and guidelines on required assignments and their relationship to learning outcomes that emerged from this year's efforts please see appendices.

Appendix 1: Sample Syllabus

History 100: Historical Skills and Methods

T/TH: 10-11:45

Crown Classroom 208

Instructor: Catherine Jones	Teaching assistant: Edward "Noel" Smyth
best contact: catjones@ucsc.edu	best contact: egs10897@ucsc.edu
office hours: Tues/Thurs., 4-5 p.m., and by appointment in Stevenson 272	office hours: Tuesdays, 12-2 p.m., Humanities 1, Rm. 439

Course description:

What is history? Chances are, as someone sitting in a historical methods class, you have some ideas about how to answer this question. Indeed, it might appear to be a question hardly worth asking. This course aims to convince you otherwise by developing your understanding of the practice of history. In exploring these topics and helping you develop skills of historical research and analysis this course will focus on the history of slavery in the United States in the 18th and 19th centuries. This is not a comprehensive study of the topic, but it will keep our readings and research anchored in a concrete place and time.

Key questions we will consider:

- How do historians gather, evaluate, and use evidence?
- How can historians produce valuable scholarship when they have to rely on incomplete, biased, and opaque sources?
- Can historians be objective? And should they be?
- How do historians balance analysis and narrative in sharing their findings?

In addition to encouraging you to think critically about the nature of history as a discipline, this course will also help you develop specific skills that will serve you in subsequent history classes, not to mention your life in general.

By the end of this course you should be able to:

- distinguish between primary and secondary sources
- evaluate a variety of kinds of evidence critically
- read secondary literature effectively
- navigate research tools (including library catalogues, secondary source databases, and primary source databases) in order to locate primary and secondary source material
- conceptualize a research problem
- develop an effective oral research presentation

This course will also help you establish a strong foundation for skills that you will continue to develop in upper division history classes, including:

- characterizing arguments of secondary literature accurately and succinctly
- engaging in disciplinary writing with a strong command of the conventions of the field, particularly accurate citation
- developing familiarity with varied approaches to historical research and interpretation
- developing strategies for implementing a research project

Required Texts:

The two required texts are available for purchase at the Baytree bookstore. **All other readings are on eCommons or available on the Internet.** Copies of these books are also on 2 hour reserve at McHenry Library.

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (New York: Bedford St. Martin's, 2012)
- Sydney Nathans, *To Free a Family: the Journey of Mary Walker* (Cambridge: Harvard UP, 2012).

ASSIGNMENTS:

Note: In order to make it easier for students to keep track of their grades, this class is based on 1,000 point system. For more information on assessment and grading, look in the course documents folder on eCommons for the "Guide to Grades in History 100."

- **Participation, discussion, and course engagement (50 points):** Engagement with course materials and class members is central to a successful learning experience. You must come to class having prepared the assignments due that day and actively engage in class activities and discussions. You must also bring copies of course readings or detailed notes to refer to in class.
- **Note:** we will be using google classroom to disseminate, collect, and share feedback on assignments. You will be provided with additional information on how this will work.
- **Low stakes assignments (200 points):** These assignments are designed to help you develop strategies for reading sources effectively and to use writing as a tool for thinking. There will be twelve (12) assignments; the lowest two (2) grades will be dropped. **Note: unless otherwise noted, these assignments are due 30 minutes before class starts. The prompts will be circulated via google classroom.**
- **Runaway slave advertisements document review and research proposal (50 points):** Each student will develop a research problem and proposal based on the collection of runaway slave advertisements.
- **Primary source analysis (100 points):** This essay (4-5 pages long; 1000 words) will implement your research proposal on the runaway slave advertisements.
- **Preliminary library exercise (50 points)**
- **Primary source scavenger hunt (100 points)**
- **Developing your annotated bibliography assignment (50 points)**
- **Book review (150 points):** draft, peer review, and revised version required.
- **Annotated bibliography and supporting narrative: (200 points)**
- **Video presentation on research project (50 points):** 5 minutes in length.

Things to keep in mind with this class in particular:

Collaboration: This is a collaborative class that requires your sustained, thoughtful engagement to succeed. This means taking all course assignments seriously and completing them on time. The pace of assignments is demanding but manageable. If you anticipate having trouble, or begin to fall behind, speak to your instructor and/or TA as soon as possible to help get you back on track.

Reading: There will be focused, substantive reading assignments (~100 pages a week). This means that a lot of vital work for this course takes place outside the classroom under your own direction. Learning how to read different kinds of materials effectively is a key skill for history majors and life in general. We'll be talking about strategies together.

Writing: There will also be weekly writing assignments. **Great writers are not born; they develop through effort, repetition, and collaboration.** This class draws on pedagogical research that demonstrates that frequent writing and awareness of conventions is key to successful writing. Class activities—careful reading, frequent writing, giving feedback and responding to feedback—are designed to help you develop skill and confidence as a writer.

CLASS POLICIES:

Laptops and electronic devices: Study after study (see, e.g., <http://teachingcenter.wustl.edu/Journal/Reviews/Pages/Research-In-Class-Devices.aspx#.VKrwyCeQIwY> or <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/25/why-a-leading-professor-of-new-media-just-banned-technology-use-in-class/>) tells us that the kind of multi-tasking electronic devices facilitate does not promote students' strongest cognitive work. The internet is irresistible, and while it has great virtues, it also has serious problems in class. **I strongly urge you to print off copies of course readings or take detailed notes and refer to them in class.** If you find it indispensable to use a device to access readings in class, you must commit to **downloading readings** and **disabling the internet** on your device during class. If students cannot comply with these requirements, they will be asked not to bring devices to class.

Supportive classroom environment: Constructive seminars depend on participants sharing ideas, especially conflicting ones, civilly. I expect everyone to treat each other, and our work together as a class, with respect. This includes helping create a classroom environment conducive to learning by **arriving on time**, refraining from using cell phones and the internet during class, and focusing attention on the tasks at hand. **Turn off your cell phone and put it away during class.**

Note: The decision to engage in other activities during class affects those around you, and indeed the dynamic of the whole class. I have established these policies because I am committed to supporting all class members' ability to focus and engage in the kind of active participation that promotes learning.

Academic Integrity: For an introductory session on how to find and use academic resources, visit the library webpage <http://library.ucsc.edu/help/research/start-your-research>. Please also check out the linked page <http://library.ucsc.edu/help/research/what-is-plagiarism>. Cheating, fabrication, plagiarism, and other academic misconduct will result in an automatic F for the assignment, which will have a significant impact on your overall evaluation, and could result in further consequences depending on the case. http://www.ucsc.edu/academics/academic_integrity/index.html.

Accommodations: If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY).

Changes: I will attempt to stick to this syllabus as closely as possible, but I reserve the right to revise it to fit course needs. I will announce changes in class or on eCommons, which will also go to your ucsc email. **Students are responsible for information provided in course announcements in class and online.**

Attendance: The success of this class depends on students' completion of assigned readings and active participation in class. Students are expected to attend all classes. More than two absences will diminish your grade; more than three absences you will result in an automatic failing grade. Arriving more than ten minutes late to class is considered an absence; chronic lateness of any kind will significantly lower your grade. If extraordinary circumstances (personal illness, family crisis) put you in a position of not being able to meet class requirements, please speak to me as soon as possible so I can advise you.

Resources:

- *eCommons:* A copy of the syllabus, assignments, and announcements will be posted on eCommons. For help with eCommons, contact ecommons.help@ucsc.edu or call 831-459-4357.
- *google classroom:* We will be using google classroom to disseminate and return most class assignments. You will be given additional information about this in the first week of class, but can find general information here: <http://its.ucsc.edu/google/classroom.html>
- *Research support:* The library guide is here: <http://guides.library.ucsc.edu/hist100>

- *Learning Support Services*: For general academic support, visit <http://www2.ucsc.edu/lss/>

APPENDIX 2: GRADING GUIDE

Grades:

Specific assignments will provide additional information on criteria for assessment, but here is a general overview of what grades mean in this class.

0	a missing or plagiarized assignment
F (0-59)	Demonstrates flagrant disregard of the assignment.
D (60-69)	Underdeveloped work that suggests little attention to assignment and demonstrates a weak command of material.
C (70-79)	Demonstrates competence and command of information, but has major errors or omissions.
B (80-89)	Demonstrates a very good grasp of assignment and content; is free of errors of fact; demonstrates analytical skill and is thorough but perhaps lacks a high degree of originality.
A (90-100)	Exemplary work showing outstanding accomplishment in all areas of assessment; demonstrates mastery and originality.

Participation: 50 points

45-50: attended all class meetings, frequently participated in class discussions and workshops constructively, demonstrated consistent engagement with class assignments

40-44: attended most class meetings, regularly participated in class discussions and workshops constructively and, usually demonstrated engagement with class assignments

35-39: attended most class meetings; occasionally participated in class discussions; sometimes demonstrated engagement with class assignments

30-34: had several absences and was generally disengaged

0-30: frequent absences, absence of engagement

Low Stakes Assignments: 200 points total; 20 points each

18-20 points: demonstrates strong grasp of reading, a thoughtful, effective response to the prompt, and clear, grammatical writing

16-17 points: demonstrates good understanding of readings, shows reflection on the question, and clear, effective writing with few grammatical errors

14-15: demonstrates some understanding of the readings, reveals a grasp of the prompt but may not address it adequately; many have significant writing problems

12-13: underdeveloped assignment that suggests a limited grasp of the reading and task

10-11: little evidence of having completed reading or addressing the prompt

0: missing or plagiarized assignment

Runaway Slave Workshop: 50 points

- 45-50: accurate, careful, thorough and complete data collection, constructive participation in the workshop; creative, thoughtful proposal that demonstrates reflection and creativity in approaching the task and knowledge of readings on developing a research question (i.e., Rampolla, Booth, and Cronon) and careful consideration of the sources.
- 40-44: accurate and complete data collection, engaged participation in the workshop; timely, complete, careful completion of proposal showing a good grasp of material and assignment but may be in need of more consideration of supporting readings.

- 35-39: complete data collection, but with some errors; limited participation in the workshop; timely and complete proposal, but suggesting a developing understanding of the material and needing greater development.
- 30-34: incomplete data collection but on time; very limited participation in workshop; very under-developed or incomplete proposal that suggests a limited grasp of material.
- 0-30: incomplete, late data collection; no participation in workshop; incomplete proposal

Primary Source Analysis: 100 points

Papers will be evaluated using this rubric:

	Use of evidence	Organization and argumentation	Quality of analysis and creativity of thought	Clarity and style in writing
Excellent	Shows skillful, well-contextualized, judicious use of evidence. Quotations are clearly introduced and explicated. Citations are complete and in style conformity.	Organization is clear, logical, and effective; advances an interesting, insightful, and clearly presented argument supported by the development of the essay. Strong intro. and conclusion.	Demonstrates reflection, attentiveness, and creativity. Skillful analysis of evidence in support of main argument. Considers and addresses potential counter arguments.	Writing is lucid and concise; free of grammatical and spelling errors. Writing includes effective topic sentences and clear transitions between paragraphs.
Good	Shows capable use of evidence; may need to be better contextualized or amplified. Citations are complete and in style conformity.	Organization is clear but may stray over course of the essay; intro. and conclusion made need strengthening. Largely succeeds at sustaining central argument but it may need refinement or more support.	Directly addresses the assignment with competent analysis but without notable creativity. Includes a clear statement of argument, but may not adequately address counter arguments.	Writing contains a few errors; sentences may be excessively long or too short. Connections between development paragraphs and central argument need strengthening.
Satisfactory	Demonstrates knowledge of evidence and context, but may include some errors in interpretation. May have excessive or insufficient quotation. Evidence may not be adequately connected to argument. Problems in citation format.	Only partially succeeds in sustaining central argument. It may be hard to follow, or too broad to be sustained by available evidence, is too general. Relationship of paragraphs to argument may be hard to identify. Confusing organization.	Analysis may not be clear; may inadequately address the question; shows need for greater reflection. Use of evidence suggests an uncritical assessment of evidence.	Writing contains many errors; persistent use of passive voice; suggests inattention to detail. Paragraphs may not cohere around a clear central point and their relationship to the main argument is unclear.
Unsatisfactory	Fails to make use of evidence to sustain argument effectively.	Lacks a clear argument; is more descriptive than analytical; may advance contradictory claims.	Suggests lack of comprehension or knowledge of material covered in the course.	Excessive grammatical and spelling errors that make it difficult to follow essay.
Failing	Fails to make use of evidence.	Lacks recognizable organization.	Does not address question or material covered in class.	Excessive errors; needs extensive reworking.

Each paper will be given a letter grade that corresponds to the points and comment below.

0	a missing or plagiarized assignment
F (0-59)	Demonstrates flagrant disregard of the assignment.
D- (60-63) D (64-66) D+ (67-69)	Underdeveloped work that suggests little attention to assignment and demonstrates a weak command of material.
C- (70-73) C (74-76) C+ (77-79)	Demonstrates competence and command of information, but has major errors or omissions.
B- (80-83) B (84-86) B+ (87-89)	Demonstrates a very good grasp of assignment and content; is free of errors of fact; demonstrates analytical skill and is thorough but perhaps lacks a high degree of originality.
A- (90-93) A (94-100)	Exemplary work showing outstanding accomplishment in all areas of assessment; demonstrates mastery and originality.

Preliminary library exercise: 50 points

Point values provided for questions on the assignment. They will be assessed on completeness, accuracy, and thoroughness.

Primary source scavenger hunt: 100 points

Point values provided for questions on the assignment. They will be assessed on completeness, accuracy, and thoroughness.

Developing your annotated bibliography: 50 points

Point values provided for questions on the assignment. They will be assessed on completeness, accuracy, and thoroughness.

Book review: 150 points

50 points for proposal and workshop participation

- 45-50: complete and well developed draft; constructive participation in the workshop; creative.
- 40-44: complete but somewhat under-developed draft; engaged participation in the workshop.
- 35-39: partially complete but thoughtful draft; limited participation in the workshop.
- 30-34: incomplete draft; limited participation in workshop.
- 0-30: missing draft; no participation in workshop.

100 points for book review

	Command of Texts	Organization and argumentation	Quality of analysis and creativity of thought	Clarity and style in writing
Excellent	Demonstrates a thorough and nuanced command of the text, including argument and methodology. Offers a clear and well-supported assessment of the text.	Organization is clear, logical, and effective; advances an interesting, insightful, and clearly presented argument. Strong intro. and conclusion.	Demonstrates reflection, attentiveness, and creativity.	Writing is lucid and concise; free of grammatical and spelling errors. Writing includes effective topic sentences and clear transitions between paragraphs.
Good	Demonstrates a good command of the content of the readings; may have some limitations or miscomprehension. Offers a clear assessment, but may be inadequately supported.	Organization is clear but may stray over course of the essay; intro. and conclusion may need strengthening. Largely succeeds at sustaining central claim but it may need refinement or more support.	Directly addresses the assignment with competent analysis but without notable creativity. Includes a clear thesis statement.	Writing contains a few errors; sentences may be excessively long or too short. Connections between development paragraphs and central argument need strengthening.
Satisfactory	Demonstrates knowledge of reading but has significant limitations in understanding of the text.	Only partially succeeds in sustaining central argument. It may be hard to follow, or insufficiently focused. Confusing organization.	Analysis may not be clear; may inadequately address the question; shows need for greater reflection. Suggests an uncritical assessment of material.	Writing contains many errors; persistent use of passive voice; suggests inattention to detail. Paragraphs may not cohere around a clear central point and their relationship to the main argument is unclear.
Unsatisfactory	Demonstrates little understanding of reading.	Lacks a clear argument; is almost entirely descriptive rather than analytical; may be somewhat incoherent.	Suggests lack of comprehension or knowledge of material discussed.	Excessive grammatical and spelling errors that make it difficult to follow essay.
Failing	Fails to address readings.	Lacks recognizable organization.	Does not address assignment adequately.	Excessive errors; needs extensive reworking.

Each paper will be given a letter grade that corresponds to the points and comment below.

0	a missing or plagiarized assignment
F (0-59)	Demonstrates flagrant disregard of the assignment.
D- (60-63) D (64-66) D+ (67-69)	Underdeveloped work that suggests little attention to assignment and demonstrates a weak command of material.
C- (70-73) C (47-76) C+ (77-79)	Demonstrates competence and command of information, but has major errors or omissions.
B- (80-83) B (84-86) B+ (87-89)	Demonstrates a very good grasp of assignment and content; is free of errors of fact; demonstrates analytical skill and is thorough but perhaps lacks a high degree of originality.
A- (90-93) A (94-100)	Exemplary work showing outstanding accomplishment in all areas of assessment; demonstrates mastery and originality.

Annotated bibliography and supporting narrative: 200 points

100 points for the annotated bibliography (based on meeting required number of sources, accuracy of citations and conformity with style requirements, accuracy and thoroughness of annotations). approximately up to 5 points for each of the twenty entries.

100 points for the supporting narrative

	Command of Texts	Organization	Quality of analysis and creativity of thought	Clarity and style in writing
Excellent	Demonstrates a thorough and nuanced command of materials, including arguments and methodologies.	Organization is clear, logical, and effective; advances an interesting, insightful, and clearly presented argument. Strong intro. and conclusion.	Demonstrates reflection, attentiveness, and creativity. Identifies thoughtful research questions.	Writing is lucid and concise; free of grammatical and spelling errors. Writing includes effective topic sentences and clear transitions between paragraphs. Complies with instructions.
Good	Demonstrates a good command of the content of the materials; provides solid analysis as well as description; may have some limitations or miscomprehension.	Organization is clear but may stray over course of the essay; intro. and conclusion may need strengthening. Has clear controlling claims or themes.	Directly addresses the assignment with competent analysis but without notable creativity. Raises competent research questions clearly connected to material.	Writing contains a few errors; sentences may be excessively long or too short. Connections between development paragraphs and central argument need strengthening. Complies with instructions.
Satisfactory	Demonstrates knowledge of materials but has some significant limitations in understanding of the text. Maybe lacking in analytical discussion of the texts.	May be hard to follow, or insufficiently focused. Confusing organization. Introduction and conclusion need more precision, clarity.	May inadequately address the assignment; shows need for greater reflection. Research questions are under-developed or disconnected to content.	Writing contains many errors; persistent use of passive voice; suggests inattention to detail. Paragraphs may not cohere around a clear central point and their relationship to the main argument is unclear. Mostly complies with instructions.
Unsatisfactory	Demonstrates limited engagement with materials.	Organization is somewhat incoherent; lacks clear themes or claims.	Suggests lack of comprehension of material discussed. Lacks competent research questions.	Excessive grammatical and spelling errors that make it difficult to follow essay. Does not comply with instructions
Failing	Fails to address materials.	Lacks recognizable organization.	Does not address assignment adequately.	Excessive errors; needs extensive reworking.

Each paper will be given a letter grade that corresponds to the points and comment below.

0	a missing or plagiarized assignment
F (0-59)	Demonstrates flagrant disregard of the assignment.
D- (60-63) D (64-66) D+ (67-69)	Underdeveloped work that suggests little attention to assignment and demonstrates a weak command of material.
C- (70-73) C (47-76) C+ (77-79)	Demonstrates competence and command of information, but has major errors or omissions.
B- (80-83) B (84-86) B+ (87-89)	Demonstrates a very good grasp of assignment and content; is free of errors of fact; demonstrates analytical skill and is thorough but perhaps lacks a high degree of originality.
A- (90-93) A (94-100)	Exemplary work showing outstanding accomplishment in all areas of assessment; demonstrates mastery and originality.

Video presentation: (50 points)

final storyboard/script: 30 points

- 28-30 points: complete, accurate, creative, thoughtful storyboard/script that demonstrates strong organization, strong coherence, and thoughtful reflection on the value of your research
- 24-27 points: complete, accurate, logical storyboard/script that demonstrates solid organization, coherence and some reflection on your research
- 21-23 points: complete, accurate storyboard/script that may need greater attention to organization and coherence and more reflection on the value of your research
- 18-20 point: complete storyboard/script that needs greater attention to organization, logic, and coherence; connections to your research are unclear
- 15-17: partially complete storyboard/script that is under-developed and disconnected from research; failing grade
- 0: missing assignment

video: 20 points

	5-4 points	3-2 points	1-0 points	Score
Introduction	The introduction establishes a purpose and captures the viewer's attention.	The introduction indicates the main topic but may need greater precision, or greater refinement to capture attention.	The purpose is not at all clear in the introduction.	
Narration and Delivery	Narration is well paced with the slides and free of errors.	Narration has some errors or is occasionally too fast or slow.	Narration is too fast, too slow, or too sloppy.	
Clarity & Logic	Facts, concepts,	Facts, concepts,	Facts, concepts,	

	<p>sequences, and arguments are presented clearly and compellingly. Provides clear transitions between topics.</p>	<p>sequences, and arguments are evident but need greater precision. Narration is loosely connected to the slides, but lacks clear transitions.</p>	<p>sequences, and arguments are difficult to understand. Narration is not clearly connected to the slides. There are significant errors in the information.</p>	
<p>Images/Video</p>	<p>All still images and/or video are relevant and informative.</p>	<p>Not all the images and/or video are relevant and informative.</p>	<p>Still images and/or video are irrelevant or merely decorative.</p>	

How to succeed in this class, and probably all your classes:

- Come to class prepared and engage in class discussion and activities. It sounds obvious, but there is a strong correlation between consistent attendance and strong performance. Discussion is an invaluable tool for developing and refining your thinking.
- Read assignments carefully and ask questions if you need clarification. You'll not only be helping yourself, you'll be helping your classmates and instructor. It's almost guaranteed that if you have a question, other people do too.
- Read feedback on assignments. Your instructors and teaching assistants spend a lot of time reading and commenting on your work to help you understand what you're doing well and where you can improve. Comments are part of an ongoing dialogue that only works if all parties are listening. If you can't read someone's handwriting, or you don't understand a comment, speak with your instructor or TA. If you're struggling with a particular task, come to office hours to discuss strategies for improving.
- Incorporate feedback into you subsequent work. Think about comments on past papers as you embark on the next one. For example, if you get the comment that your papers need stronger topic sentences on one paper, really think about making your topic sentences clear and effective on the next one.
- Communicate with your teachers and teaching assistants. Faculty and graduate students have office hours in order to be available to talk with you about ideas from class, assignments, plans for the major, plans for life after the major, etc. Make use of this opportunity for one-on-one conversation.
- How to address your instructor. Most of your instructors at UCSC are professors and most have Ph.D.s, which means "doctor of philosophy." Consequently, it's conventional to address instructors as Prof. or Dr. It's always fine to ask what someone prefers (and some prefer first names) but when in doubt, Professor Yang or Doctor Garcia, for example, is best. It is unprofessional to use Mr. or Mrs. unless you are asked to do so.
- email is a key tool of communication, so it's worth thinking about how and when to use it.
 - Do your due diligence: If you have a question about the class, first read the syllabus to see if your question is answered there. If you have a question about an assignment or a reading, make it clear in the email that you have done your job in having reviewed the material. If you are asking to meet a faculty member because you can't make office hours, propose a time when you are available to reduce the number of emails back and forth.
 - Use an appropriate tone: Use a conventional salutation and name: e.g., Dear Dr. Schmitt or Dear Prof. Gonzalez. "Hey" is overly casual.
 - Put the class in the subject line and be sure to sign your name: Again, sounds obvious, but faculty teach many classes and have many students and sometimes an email address isn't enough.
- These practices will not only help you succeed in your courses, they will help you cultivate good relationships with faculty and graduate students. Many of our students apply for fellowships, study abroad, UCDC, graduate school, etc. Making an effort and engaging in good communication practices helps us write supportive letters on your behalf later on. Faculty love to help their students, especially when they make clear they respect the work in which we are all engaged.

COURSE SCHEDULE

WEEK 1 *The Problems of History*

What is a historical fact? What about the story part of history? Why use narrative to share historical findings? How do historians create narratives grounded in historical facts? Who decides what stories to tell and how? Who gets to tell them?

Thursday September 24: Introductions

- low stakes: in class transcription exercise
- To see an important historical source and a tutorial on how to interpret 18th-19th century handwriting, see <http://dohistory.org/diary/>

Tuesday, September 29: Power, Epistemology, and the Problems of History

Reading due:

- Michel-Rolph Trouillot, "The Power in the Story," *Silencing the Past: Power and the Production of History* (excerpt) (xi-p. 30)
- Jill Lepore, "Prodigal Daughter: Writing, History, and Mourning," *New Yorker*, July 8, 2013
<http://www.newyorker.com/magazine/2013/07/08/the-prodigal-daughter>
- Gerald Graff and Cathy Birkenstein, "I Take Your Point': Entering Class Discussions"
- Rampolla, ch. 1

Assignment due: low stakes assignment posted via google classroom
come prepared with an opening comment for discussion

Thursday, October 1: Sources and Facts

Reading due:

- Martha C. Howell and Walter Prevenier, "The Source: the Basis of Our Knowledge About the Past" in *From Reliable Sources: An Introduction to Historical Methods* (Ithaca, 2001)
- Carl L. Becker, "What are Historical Facts?"
- Gerald Graff and Cathy Birkenstein, "Her Point Is: the Art of Summarizing," "As He Himself Puts It: the Art of Quoting," in *They Say, I Say: the Moves that Matter in Academic Writing*

Assignment due: low stages via google classroom

WEEK 2 *Working With Primary Sources*

What do historians mean by primary sources and why do they privilege them in their research? How do historians evaluate the information in primary sources? How do historians make use of sources despite their biases, unreliability, opacity?

Tuesday October 6: Varieties of Text

Reading due: NB: BRING HARD COPIES OF SOURCES TO CLASS

- petitions (available on eCommons)
- Solomon Northup, *Twelve Years a Slave*, publication information pages and p. 75-88
<http://docsouth.unc.edu/fpn/northup/northup.html>
- selection of WPA narratives (on eCommons)
- Rampolla, ch. 2

Assignment due: low stakes assignment posted via google classroom

Thursday October 8: Special Collections Visit: **NB: we will meet in McHenry Library**

Note: the class will be divided into two sections, with half going to Special Collections and half going to FITC McHenry 1340. We will switch half way through the class time.

Reading due: *Beyond the Text: sensory and material sources*

- Richard Cullen Rath, “Drums and Power: Ways of Creolizing Music in Coastal South Carolina and Georgia, 1730-1790”
- Lori Lee, “Consumerism, Social Relations . . . “
- Rampolla, ch. 3

Assignment due: low stakes assignment posted via google classroom

WEEK 3 *Working with Primary Sources*

Tuesday October 13: **Class will meet in McHenry Library, FITC, McHenry 1340**

In-class group workshop on runaway slave ads

note: step 1 of the assignment must be completed by Monday night.

note: bring a laptop or let me know by Friday 10/9 if you need me to request one from the library for you

Reading due:

- careful, close reading of your advertisements
- selections, Franklin and Schweninger, “Dissidents in the Conscript Army.” *Runaway Slaves: Rebels on the Plantation* (available on eCommons)
- Booth, Colomb, and Williams, *The Craft of Research*, ch. 1
- Rampolla, ch. 4 & 5
- “How to Frame a Researchable Questions” from William Cronon’s Learning to Do Historical Research: A Primer” <http://www.williamcronon.net/researching/questions.htm>

Thursday October 15: reading discussion and workshop

Reading due: How historians argue: critique and response

- AHR Exchange, “The Question of Black Rice” (February 2010), 123-171

Assignment due: low stakes assignment on reading posted via google classroom

High stakes: proposal for primary source analysis paper **BRING TWO HARD COPIES TO CLASS**

WEEK 4 *Reading for Argument*

Tuesday October 20: Initial library exercise (on your own in the library)

High Stakes: primary source analysis and initial library exercise

Reading due: Rampolla, ch. 6

Thursday October 22: How historians argue: arguments and counter-arguments

Reading due:

- Michael Johnson, “Denmark Vesey and His Co-Conspirators,” and responses
 - note: everyone will read Johnson’s article and in groups will be assigned to read some of the responses. TBA in class.
- “Positioning Your Argument in a Wider Literature”
<http://www.williamcronon.net/researching/positioning.htm>

Assignment due: low stakes assignment posted via google classroom

WEEK 5 *Theories of History*

Tuesday, October 27: ASK THE HISTORIAN? faculty visitor

Reading due: the problem of objectivity

- TBA
- Novick, *That Noble Dream*, intro and Ch. 2
- Thomas Haskell, “Objectivity is Not Neutrality”

Come prepared with an opening comment on the reading. Having read Novick and Haskell, what do you see as the value of objectivity as a standard for judging the quality of historical writing? What alternatives might you propose?

Assignment due: [low stakes assignment posted via google classroom](#)

Thursday, October 29: key categories of analysis: agency, resistance, gender

Reading due:

- Stephanie M. H. Camp, "The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861" (with intro)
- Alex Lichtenstein, "'That Disposition to Theft, with Which They Have Been Branded': Moral Economy, Slave Management, and the Law," *Journal of Social History* 21 (Spring 1998): 413-440.
- James Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (excerpts)
- Walter Johnson, "On Agency," *Journal of Social History*, vol. 37, no. 1, (Autumn, 2003), 113-124.

Assignment due: low stakes assignment posted via google classroom

WEEK 6 *Summarizing and Placing a Book*

Tuesday, November 3: Primary source scavenger hunt: on your own

high stakes: complete and submit via google classroom

Thursday, November 5: discussion of Sydney Nathans, *To Free a Family: the Journey of Mary Walker* (Cambridge: Harvard UP, 2012). **entire book and collection of book reviews on ecommons**

- discussion of the book and what makes a good book review

low stakes: completed book notes following format shared via eCommons

WEEK 7 *Representation and Memorialization*

Tuesday, November 10: *Developing your annotated bibliography*: on your own (assignment distributed and to be completed on google classroom)

- Review Booth and Cronon on research topics
- "The Pleasure of Note-Taking," <http://www.williamcronon.net/researching/notetaking.htm>

High stakes: developing your annotated bibliography assignment

Thursday, November 12: Representing Slavery in Public and in Art and book review workshop

Reading due:

- Gary B. Nash, "For Whom Will the Liberty Bell Toll?: from Controversy to Cooperation" in James Oliver Horton and Lois E. Horton, eds., *Slavery and Public History: the Tough Stuff of American Memory*, (Chapel Hill: University of North Carolina Press, 2006), 75-101.
- Annette Gordon-Reed, "'The Memories of a Few Negroes': Rescuing America's Future at Monticello" (with intro)
- David Amsden, "Building the First Slavery Museum in America," *New York Times* February 26, 2015 http://www.nytimes.com/2015/03/01/magazine/building-the-first-slave-museum-in-america.html?_r=0
- Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic* (June 2014), sections III. "We Inherit Our Ample Patrimony" and IV. "The Ills that Slavery Frees Us From" <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Assignment due: low stakes assignment posted via google classroom

High stakes: draft book review due. NB: BRING TWO HARD COPIES TO CLASS

WEEK 8 *Working on your Projects*

Tuesday, November 17: **NB: we'll meet in McHenry room 1340**

- Workshop on video presentation.

High stakes: final book review due

Thursday, November 19: ASK THE HISTORIAN? with Dustin Wright

low stakes: one page reflection and question
readings TBA

WEEK 9 *Working on your Projects*

Tuesday, November 24: Representing Slavery: Fiction, Art, and History

- excerpts William Jones, *The Known World*; Toni Morrison, *Beloved*
- please watch: "SHORT: Kara Walker: 'A Subtlety, or the Marvelous Sugar Baby'"
<http://www.art21.org/videos/short-kara-walker-a-subtlety-or-the-marvelous-sugar-baby>
- and read Carolina Miranda's interview with Walker at the *Los Angeles Times*
<http://www.latimes.com/entertainment/arts/miranda/la-et-cam-kara-walker-on-her-sugar-sphinx-the-piece-she-saved-video-shes-making-20141013-column.html#page=1>

low stakes: come prepared with an opening comment on the readings

Thursday, November 26: NO CLASS: THANKSGIVING HOLIDAY

WEEK 10 *Telling Stories and Answering Questions*

Tuesday, December 1: videos and final scripts due

high stakes: video/audio presentation due, along with the finalized script.

Thursday, December 3: screening videos and concluding discussions

Final annotated bibliography and supporting narrative is due Monday, December 7, by noon.

APPENDIX 3: Recommendations for future iterations of History 100

New catalog language: Designed to introduce history majors to historical research methods and provide preparation for exit seminars. Students will develop critical reading, historical analysis, research, and disciplinary writing skills. Enrollment restricted to proposed and declared history majors or by permission of the instructor or History department staff.

Proposed uniform features of all history 100 courses:

Instructors have discretion over course content (readings, themes, assignments etc.). Yet, having some uniform features across iterations will help the course develop a consistent set of skills we can expect from students in exit seminars.

Assignments:

- Annotated bibliography
- Research proposal
- Book review/précis assignment
- Library research assignment

Texts:

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (New York: Bedford St. Martin's, 2012)

Learning Outcomes:

Learning Outcome	Assignment to develop/practice skill
1. read secondary literature effectively	annotated bibliography, book review/précis assignment
2. navigate research tools (including library catalogues and databases)	library research assignment, annotated bibliography
3. distinguish between primary and secondary sources	library research assignment, annotated bibliography
4. accurately cite secondary and primary source material in Chicago Style	annotated bibliography
5. synthesize relevant secondary sources	annotated bibliography, book review/précis assignment
6. conceptualize a research problem	research proposal
7. evaluate a variety of kinds of evidence critically	research proposal/annotated bibliography
8. develop effective disciplinary writing	Writing assignments to be developed by individual instructors
9. develop familiarity with varied approaches to historical research and interpretation	Writing and reading assignments developed by individual instructors

Recommendations for key writing skills for teachings assistants to prioritize in their assessment of assignments: being compiled in this google doc, accessible to all faculty
https://docs.google.com/document/d/12YxMR5_jeOKA6FZDxlkzu0s-ce6r1URqbkRkplgV7aw/edit