

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Arts and Sciences</u>	Today's Date: <u>4/27/2010</u>			
b.	Department/Division: <u>History</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor ¹ (place cursor here for minor change[OSC1] definition)				
e.	Contact Person Name: <u>Jane Calvert</u>	Email: <u>jane.calvert@uky.edu</u>	Phone: <u>7-2631</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval		OR	<input type="checkbox"/> Specific Term ² : _____	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>HIS 108</u>	Proposed Prefix & Number: <u>HIS 108</u>			
b.	Full Title: <u>History of the United States through 1865</u>	Proposed Title: <u>History of the United States through 1876</u>			
c.	Current Transcript Title (if full title is more than 40 characters): <u>History of the U.S. through 1865</u>				
c.	Proposed Transcript Title (if full title is more than 40 characters): <u>History of the U.S. through 1876</u>				
d.	Current Cross-listing: <input type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>2</u> Lecture	_____ Laboratory ⁵	<u>1</u> Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>2</u> Lecture	_____ Laboratory	<u>1</u> Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>3</u>		Proposed number of credit hours: <u>3</u>		

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>This course traces the nation's development through the Civil War. It is designed to meet the demands for a general understanding of American history. This course fulfills the requirements for the elementary teacher's certificate.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>This course is a survey of American history from the first British settlements c. 1585 to the end of Reconstruction in 1876 and explores the most important events, ideas, and people that created the foundations of the American nation. This course fulfills the requirements for the elementary teacher's certificate.</u>	
j. Current Prerequisites, if any:	_____	
<i>Proposed Prerequisites, if any:</i>	_____	
k. Current Distance Learning (DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the <i>differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

SIGNATURE ROUTING LOG





General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): HIS 108
 Proposal Contact Person Name: Jane Calvert Phone: 7-2631 Email: jane.calvert@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum Committee	1/11/10	Tracy Campbell / 7-7811 / tracampbell@uky.edu	
Francie Chassen-Lopez	1/27/10	Francie Chassen-Lopez / 7-4344 / frclpz@uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	2/1/11	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Dean	2/1/11	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	5/3/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Approval Cover Sheet

Date of Submission 1/25/2011

1. Check which area(s) this course applies to

- | | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry – Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry – Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: HIS 108 Credit hours: 3

Course Title: UNITED STATES HISTORY THROUGH 1876

Expected # of Students per Calendar Yr: 200-300 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? NONE

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Jane Calvert Email: jane.calvert@uky.edu

Office Address: 1763 POT Phone: 257-2631

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: *Jeanie Chason-Lopez* Date: 1/27/11

Dean: *AR Bosh* Date: 2/1/11

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

SYLLABUS

HIS 108.000-000: UNITED STATES HISTORY THROUGH 1876

Meeting time and place TBA

Instructor

Dr. Jane E. Calvert
History Department
University of Kentucky
POT 1763
tel.: 257.2631
Office hours: TBA
jane.calvert@uky.edu

Teaching Assistants

Contact information TBA

Overview

This course is a survey of American history from the first British settlements c. 1585 to the end of Reconstruction in 1876. In it we will explore the most important events, ideas, and people that created the foundations of the American nation. The course will cover the major epochs – the Colonial Period, the Founding Era, the Early Republic, the Antebellum Period, and the Civil War – and explore the ideas that created America, such as liberty (political, religious, social), equality, empire, racism, consumerism, patriotism, and religion. Throughout we will focus on the question of what it meant to be an American citizen. Who was considered a citizen, who not, and why? What were the rights and responsibilities of the citizen? And how did the concept and reality of citizenship expand during the period in question. We will seek answers to these questions through the people who expressed these ideas, both famous people such as George Washington, Abigail Adams, and Abraham Lincoln, but also ordinary people of whom you have never heard, but who also wrote about their world and their experiences.

The goal of this course is twofold: First, to give you an understanding of the past on its own terms. In other words, America 150-400 years ago was a very different place from what it is today (like a foreign country or even an alien planet), and it takes knowledge and imagination to understand the differences. Knowing these differences leads to the second goal: To understand how the past has shaped the world we live in today. History builds on itself, and you cannot fully comprehend the society you live in or even yourself without knowing how you (both as individual and collective) got here.

History encompasses every aspect of life. If you engage in this course the way you should, not only will you emerge with a better understanding of life today, it will provide you with a foundation for all your studies in college, regardless of what you major in – political science, economics, English, sociology, communications, the hard sciences, and other areas.

You will likely find that doing history at the college level is quite a bit different from learning about it in high school. Studying history is not about memorizing names, dates, and events. Of course, you need to know these, but doing history is really about interpreting the meaning of them, to make sense of why and how they happened as well as their significance for subsequent developments. You might consider it as a story, a mystery, unfolding, and you are here to investigate.

Students will approach the material in three ways: Listening to a lecture twice per week; reading a textbook; and reading, researching, analyzing, and discussing primary source documents in small sections once per week.

- **Primary source:** A document that was written at the time in history in question.
- **Secondary source:** A document (or lecture) giving an account or interpretation of the moment of history in question.

The lectures and the textbook are secondary source vehicles for understanding the most important aspect of the course – the primary source readings you will discuss in your sections. In other words, the lectures and textbook will provide you with context and interpretations(s) of the events, people, and ideas that you will then confront directly in the documents written at the time. You will be expected to approach the documents in your *Course Reader* with an eye to interpreting them for yourselves. Your TAs will be there to help you figure them out.

Grade Distribution

Attendance/Participation: **20%** (at lectures and discussion sections)

You will come to class ready to engage with the material. In lectures, this means being awake and taking notes. In sections, this means having done the reading and contributing to the discussion.

Note: Simply showing up every day gives you a D; you must get a minimum of a C to get an A in the class (assuming all your other grades are As). For a fuller description of the attendance policy, see **CLASS POLICIES** below.

Two primary source document papers/presentations: first, **15%**; second, **20%**

All documents and guidelines for the paper assignment are in the *Course Reader*. You will choose two documents, one in each half of the semester, write a 7-page paper, give a brief presentation, and lead discussion on it. The due date of the paper is the date the document appears on the syllabus for class discussion.

Exams (mid-term: **20%**; final: **25%**)

Both exams are essay questions answered in class. Dates and times TBA.

Students will be notified of their progress at mid-term with a grade.

Numerical grading scale and relationship to letter grades for Undergraduate/Graduate

(ex. A 90-100 B 80-89 C 70-79 D 60-69 E below 60; Graduates – no D option, E below 70)

*NOTE There are no “+ or –“ grades according to University regulations.

Student Learning Outcomes

Students who successfully complete this course will demonstrate:

- A general of knowledge about America’s history from c. 1585 to 1876
- An understanding of the meaning of citizenship in a liberal democratic republic
- Basic research skills
- An ability to think, write, and speak critically about historical problems
- Knowledge of how and why to discourse respectfully with people of differing opinions

Required Books

Jane E. Calvert, *Course Reader: HIS 108: The U.S. through 1865*. Boston: McGraw-Hill, 2008.

Gary Nash, et al., *The American People: Volume 1 to 1877* (New York: Vango Books, 2009).

Course Lecture Schedule (subject to change)

Week 1 (Jan. 13-15) – Introductions

No meeting Tues.

Thurs.: Introductions and Overview

Week 2 (Jan. 18-22) – European & English Background

Textbook:

Chapters 1 & 2

Related Primary Source Documents:

Las Casas, Coke, Valedes, Defoe

Week 3 (Jan. 25-29) – Southern Colonies

Textbook:

Chapter 3: “The Chesapeake Tobacco Coast”

“Proprietary Carolina: A Restoration Reward”

Chapter 4: “The Plantation South”

Related Primary Source Documents:

Maryland Toleration Act, Woolman, Frethorne, Bacon, Crèvecoeur (Charles-Town), Falconbridge

Week 4 (Feb. 1-5) – New England Colonies

Textbook:

Chapter 3: “Massachusetts and its Offspring” & p. 77 on witchcraft

Chapter 4: “The North: A Land of Family Farms”

“Political Life”

Related Primary Source Documents:

Winthrop, Hutchinson, Mather, Calef, Jemison

Week 5 (Feb. 8-12) – Middle Colonies

Textbook:

Chapter 3: “The Quakers’ Peaceable Kingdom”

Chapter 4: “The Urban World of Commerce and Ideas”

Related Primary Source Documents:

Penn (both), Trenchard and Gordon, Zenger, Woolman

Week 6 (Feb. 15-19) – British-American Empire

Textbook sections:

Chapters 3: “An Era of Instability”

Chapter 4: “The Great Awakening”

Chapter 5: “The Climactic Seven Years’ War”

Related Primary Source Documents:

Chauncy, Edwards, Whitefield, “Rules of Civility,” Wheatley

Week 7 (Feb. 22-26) – Revolution I: Conflict with Britain

Textbook:

Chapter 5

Related Primary Source Documents:

Dickinson (Farmer's Letters, Olive Branch Petition, Advice to the Inhabitants of Pennsylvania), Whately, Dickinson and Jefferson, Declaration for Taking Up Arms; Paine (Common Sense and Epistle), Quaker Testimony

Week 8 (Mar. 1-5) – Revolution II: Independence and Crisis

Textbook:

Chapters 6 & 7

Related Primary Source Documents:

Dickinson (Instructions), Declaration of Independence, J. and A. Adams letters, Washington (letter to Congress); Paine (Crisis), Pemberton et al., Jefferson to Madison

Week 9 (Mar. 8-12) – Exam and Constituting the Regime

Tues. Mid-term Exam

Thurs.

Textbook:

Chapter 7: “Toward a New National Government”
“Conclusion: Completing the Revolution”

Related Primary Source Documents:

Federalist Papers, Bill of Rights, Henry, Crèvecoeur (What is an American?)

Week 10 (Mar. 15-19)

Spring Break

Week 11 (22-26) – The Early Republic I

Textbook:

Chapters 8, 9, 10

Related Primary Source Documents:

Alien and Sedition Acts, VA and KY Resolutions, Washington (Farewell Address), Rush

Week 12 (Mar. 29-Apr. 2) – The Early Republic II

Related Primary Source Documents:

Tocqueville (on American restlessness and an aristocracy of manufactures), Madison, Key, Monroe, O'Sullivan, Bellows, Jackson (Bank Veto), Webster

Week 13 (Apr. 5-9) – Antebellum Period I: Religion and Reform

Related Primary Source Documents:

Douglass, Cartwright, Stanton, Grimke, Beecher, Garrison, Turner, Nativist cartoon

Week 15 (Apr. 19-23) – Antebellum II: Slavery and Sectionalism

Textbook:

Chapter 11

Related Primary Source Documents:

Lincoln (First Inaugural), Taney, Calhoun, Fitzhugh, Hundley, Lincoln-Douglas Debates

Week 14 (Apr. 12-16) – Civil War

Textbook:

Chapters 14 & 15

Related Primary Source Documents:

Lincoln (Gettysburg Address), Davis, Mississippi Resolutions, Lincoln (Emancipation Proclamation, Second Inaugural)

Week 16 (Apr. 26-30) – Reconstruction

Reading TBA

Final Exam Week

TBA

CLASS POLICIES

The following policies are in effect to ensure that the class runs smoothly and is a rewarding experience for all. It is your responsibility to read and understand all the policies stated here. By joining the class, you agree to abide by all of them, any policies your TA might have, as well as the particular stipulations in the syllabus above.

Disabilities

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Attendance

Attendance (at lecture and discussion) is mandatory. There is really no such thing as an excused absence. By this I mean that you can never really make up the material you miss by not being in class. This said, if absences are excused, they will be so on an individual basis at the discretion of your TA and myself. ***For every unexcused absence, your participation grade will decrease by 1/3.*** In other words, a B becomes a B-; a C+ becomes a C, and so on. However, ***if you miss six class meetings in the semester, you will automatically fail the course.***

Unless class is cancelled, ***you are always responsible for the material covered on a given day, regardless of your reason for not being there.*** You must contact your TA to get the assignment. If you have an excused absence, you also must do make up work. The make-up work consists of answering the questions in the *Reader* competently (see below) for the documents assigned on the day you missed class. Make-up work does not excuse your absence.

Your TA will take attendance in the lecture and the discussion sections. ***It is also your responsibility to keep track of your absences.*** If you have a disagreement with your TA about the legitimacy of an absence, you may come talk to me, but not before you have consulted with your TA.

If you must miss class, whenever possible, you must inform your TA ***before*** you are absent. If you have a documented chronic illness or disability that might cause you to miss multiple classes or take longer with assignments, it is your responsibility to inform your TA with an official letter from the University ***before*** the problem arises. If you inform him/her after the fact, your late work cannot be accepted nor absences excused. NO EXCEPTIONS!

It is your responsibility to sign the daily attendance sheet. If you have not signed it, you might be counted absent.

Assignments

Readings: It is your responsibility to obtain and complete the assigned readings. If you have trouble finding the material or the assignment is unclear, you must notify your TA before class with enough time for you to do the work.

Come to class prepared. You must bring the reading materials you are discussing to class. If you do not, you could lose credit for that day. You must be prepared to answer questions about the materials. If you appear unprepared, you could receive a writing assignment on that material.

Late papers not accepted. Your papers must be handed in on the day they are due or when otherwise indicated by your TA. Extensions are granted only in cases of emergency and at the discretion of your TA. Extensions must be requested 3 days before the due date.

Hand in assignments in proper form. Everything you hand in should be typed, stapled, and otherwise in clean, readable condition.

Make-up Work: If absent, you must complete make-up work. Unless otherwise specified, this work will consist of synthetic summaries of and outside research on the assigned reading for the days missed. This means you will summarize the readings for the day and describe how they related to one another. You will also use secondary sources to explain the significance of the readings for the course. This work will help your participation grade, but it will not take the place of being in class, and it will not clear the absence from your record.

No computers, tape recorders, or hand-held electronics in class. Unless there are extenuating circumstances, such as a physical disability, these items should not be present. If you must use a computer for notes in lecture, you will be required to sit in the front row and then e-mail your notes to your TA at the end of the class. Failure to do so will result in loss of attendance credit for that day.

Cheating: Don't do it! All forms of cheating, *including plagiarism*, will be prosecuted to the fullest extent of University policy (<http://www.cs.uky.edu/~paulp/Plagiarism.htm>). For example, a plagiarized paper earns an automatic F, regardless of whether it was intentional or not. A plagiarized paper may also cause the student to fail the course, or in certain circumstances, to be expelled from the University. (See also the statement on plagiarism in the *Course Reader*.)

Decorum in Lecture and Discussion Sections

Respect your classmates and your instructor/TA. No one will be discriminated against because of age, gender, religion, ethnicity, sexual orientation, political position, or military service.

If you have a disagreement with your TA about a grade or other issue, you must consult with your TA and try to resolve the difference with him/her before you meet with me.

Be on time. Arriving late is rude and it is disruptive to the class. Moreover, announcements and handouts are in the first few minutes of class. If you are late, you will miss them. If there is some reason you cannot be on time regularly (such as a class on the other side of campus that ends just before this one), you must let your TA know in advance. If you are chronically late, your grade will suffer. If you are late, *it is your responsibility to find out what you missed* in the way of information or materials.

Communication: Check your e-mail daily and respond to all e-mails your TA sends you. It is advisable to treat communications with your professor and TAs as formal correspondence; in other words, use formal salutations and proof read your messages for grammatical and spelling errors, typos, and capitalization.

Do not talk in class while someone else is speaking. If this is a problem, you may be asked to leave.

Do not sleep in class. It is rude and disruptive. If I see you sleeping in class, you will be counted absent that day. If the problem persists, you will be asked to leave the class.

Turn off all electronic devices before class. Better yet, don't bring them. If you persist in using them, they will be confiscated or you will be asked to leave, thus forfeiting your attendance credit for that day.

Do not leave in the middle of the class. This is rude to whomever is speaking and it is disruptive. Unless there are circumstances beyond your control, please remain in class until a break or the end of the session. If you have to use the restroom, please do it before or after class.

At the end of class: You will always be dismissed on time. Please do not pack up your materials and get ready to leave before you are dismissed.

I appreciate your attention to these policies. If you have any questions or concerns about these policies or any other aspect of the course, please discuss them with your TA or me.

ADDENDUM

The Use of Sources in the Craft of History; or Why and How Not to Plagiarize

What is Plagiarism?

Plagiarism is stealing someone else's ideas and presenting them as your own. It is also a failure of scholarship.

The Methodology of Doing History

All works of history are based on sources, both primary and secondary. The sources are the evidence for the claims you make. When you make these claims, you are doing so within the context of an on-going discussion among historians about your topic. In other words, doing history is a *dialogical* process. The goal is to make an interpretation about the past based on the evidence from the time and then to fit your interpretation into what other scholars have or have not said. Thus the story you tell will be a conversation with both historical figures and historians.

Because this dialogue, based on primary and secondary evidence, is the foundation of history, citing these sources is fundamental to the craft.

Types of Sources

Primary:

Primary sources are any evidence from the time period in question – written documents, both published and manuscript, material objects, interviews with subjects, images, etc. Unless your paper is an historiographical essay (a survey of scholarship), then it should be based mainly on primary sources.

Secondary:

Secondary sources are books and articles interpreting the primary sources. Interpretation of the sources varies from person to person often depending on his or her *Weltanschauung* (world view). But not just anyone can interpret historical sources correctly. It takes years of training at a research university to be able to interpret accurately historical sources. Therefore, when doing academic history, only sources (books and articles) from professional historians (usually people with Ph.D.s in history) are acceptable to use in papers. But even trained historians make mistakes, so it is important that their work be vetted by other historians. Thus, almost the only acceptable secondary sources in an academic paper are works by professional historians published by respected academic presses. Sources from popular publications such as *Newsweek* or Websites such as Wikipedia are generally unacceptable.

Reasons to Cite

There are three main reasons to cite your sources. First and foremost, you need to give credit to the author for his or her ideas. To neglect this is not just stealing, it is a failure of scholarship. This leads to the second reason. Your job as a student is to prove that you can work with the sources available to you, understand that you are in dialogue with them, and show where your thinking is original. When you have plagiarized, you have failed to do all of these things. Also, for others to be in dialogue with you, they need to be able to find the sources you used to verify your accuracy, build on your findings, or perhaps make a different interpretation. The third reason is to protect yourself against wrong statements. If your information is mistaken but you have a citation from a scholarly source, then you have done your duty as a student and the fault lies with the professional scholar.

When to Cite

1) When you quote directly from your sources to prove your point using the authors' words.

2) When you paraphrase their words or otherwise put their ideas into your argument.

In either case, whether you are quoting or not, **YOU MUST USE FOOTNOTES** (or in-text citations, depending on the assignment) to show where you got the information. If you do not, this is **PLAGIARISM**.

How to Cite

Every discipline has a different way of citing sources. Historians use footnotes or endnotes in Chicago style from the *Chicago Manual of Style* or MLA (Modern Language Association) style in *The MLA Handbook*. This style is also demonstrated at various sites on line and in this statement. In book reviews, usually in-text citations are used. Regardless of the style, the purpose of the note is to allow the reader to find exactly where you got the quote or information.

To insert a footnote marker in your paper, type **control + alt + f**. Then follow the proper format from one of the two guides above.

Types of Plagiarism

There are two types of plagiarism. One is **inadvertent plagiarism**; that is, you are ignorant of the rules of citation and plagiarize without meaning to. This sort of plagiarism is mostly a comment on your prior training and attentiveness to what you have learned.

There are two main reasons why students plagiarize inadvertently:

One is thinking that what you are writing is common knowledge because it was already in your head. But unless the information is something basic and firmly factual such as the year America declared independence, there is a good chance it needs a citation. (In other words, you do not need to cite a statement saying that the Declaration of Independence was signed in 1776.) Moreover, what is common knowledge might not necessarily be true. You might think this the following statement is unproblematic: “Americans were in favor of the Declaration of Independence.” But a little research (followed by a citation), will show that this was not true and that many Americans opposed the declaration. An appropriate way to put it would be: Historian Joe Brilliant claims that “Americans were in favor of the Declaration of Independence.”¹

In brief, although you do not need to cite commonly known dates, you must cite interpretations of information or data recently discovered.

Another common mistake is thinking that your ideas are original. It is unusual that undergraduate papers have truly original historical findings. But even at the highest level of history written by professional historians, findings are firmly based on primary source evidence and supported with secondary source evidence. It is usually the case that when you think you have an original idea, further research will show you that someone has already discussed it or some aspect of it.

When in doubt CITE! It is better to have too many citations than too few.

The other form of plagiarism is **intentional plagiarism**. Here you are actively trying to deceive people into thinking that someone else’s work is your own. This is not just a comment on your academic ability but also on your character and integrity. Plagiarizing is often an act of desperation, sometimes laziness, sometimes hubris in thinking you can get away with it, and always dishonesty.

¹ Joe Brilliant, *An Amazing History of the American Revolution* (Some City: Super Duper University Press, 2010), 1.

Intentional plagiarism takes two forms—piecemeal, when the plagiarizer adds selected plagiarized sentences and ideas into the paper; or wholesale plagiarism, when the entire paper is written by someone else.

Punishment for Plagiarism

In my courses, the student who plagiarizes inadvertently will, at my discretion, be allowed to fix the mistakes and resubmit the paper for a lower grade. S/He will also be required to write an essay proving s/he understands what plagiarism is and the gravity of it.

Intentional plagiarism will result in at least an automatic F on the paper. More than one instance could mean a failure in the course or expulsion from the University. Plagiarism will be prosecuted to the full extent of University policy.

My advice for students in my course in particular is to know that you cannot get away with it. My assignments and grading style are aimed at making it nearly impossible to accomplish without detection. You have the right to contest a charge of plagiarism, but be aware that I research the cases very carefully and save all evidence.

**Course Review Form
U.S. Citizenship/Diversity/Community**

Reviewer Recommendation

Accept Revisions Needed

Course: HIS 108

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:
Week 3 "Southern Colonies"

Brief description or example:

Students will examine the differing historical, economic, and social clashes of the antebellum South, especially those originating in the worlds of the slaves and the slaveholders.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:
week 15, "Antebellum II: Slavery and Sectionalism"

Brief description or example:

In reading cases such as Dred Scott v Sandford, students will have to confront the constitutional and civic dilemmas resulting from slavery, and the role of the slave and the abolitionist in addressing slavery as social and moral injustice.

Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:
week 13, "Antebellum I: Religion and Reform"

Brief description or example:

This is just a sample week of the entire course, where students will have to examine the historical structure of antebellum America.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:
Primary Document Exercise

Brief description or example:

These exercises ask students to perform the basic task of a historian in evaluating primary documents. In evaluating plantation records, for example, students will confront how the U.S. has changed over time, as well as how slaves fought for freedom and how slaveholders resisted.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Two primary sources papers

Brief description or example:

Each paper will require students to lead discussion on a major primary document and examine its inherent historical paradoxes.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

The Course Reader

Brief description or example:

This guide will provide the general source material for the entire class.

Reviewer Comments: