

HIST 5301

Historical Methodology

Spring 2014 VC01

Wayland Baptist University Virtual Campus
History Department

WBU Mission Statement:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Instructor: Doctor Jim Powell

Email: The BB Course E-mail is found on the Left-Hand Menu/Toolbar

ALL Course related communication between Student and Professor MUST take place within the **Course Homepage e-mail tab on the Left-Hand Toolbar within BlackBoard**, NOT via the Hotmail system, because the standard Hotmail programs can/do filter out messages as Spam despite having a correct Heading or address.. This could lead to a student's attempt to contact the Professor disappearing into the void. More importantly, the BlackBoard Program contains the REQUIRED SafeAssign system through which all written assignments must be submitted, so always use it. It also keeps a permanent record of our conversations, thus protecting both the Professor and Student if there is any question. Finally, given the huge volume of e-mails that we all receive each day, and with the Filtering system used, it is highly likely that your effort to contact the Professor may never be seen, or not viewed until it is too late to help you with whatever problem you wrote about in the first place. So Please take this seriously and write only via the Course Homepage e-mail system on BB to guarantee a response from the Professor.

CONTACT Time Frame: Ordinarily, your Instructor will respond to any e-mail within 48-72 hours. If you need immediate assistance, or do not receive a response within 3 days, send a follow-up e-mail. Be sure to check your Course Homepage and its e-mail often for messages from the Professor. Doctor Powell regularly posts Blog Comments that are meant for the entire class, so please do check often.

Catalog Description: A study of various techniques used by the historian with emphasis on the methods of historical inquiry and composition. Required of all students who plan to major in history, social studies composite, or who plan to gain certification in secondary education social studies or history.

Prerequisites: There is no prerequisite for this course

Required Textbooks:

Gilderhus, Mark T., *History and Historians: A Historiographical Introduction*, 7th Ed., Pearson Publishing. ISBN 9780205687534

Storey, William Kelleher, *Writing History: A Guide for Students*, NEW 4th ed., Oxford University Press: 2012. ISBN 9780199830046

Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition, University of Chicago Press: 2007. ISBN: 9780226823379

Where to Purchase Textbooks:

Students are STRONGLY encouraged to purchase the textbooks from WBU Virtual campus where the books are in stock. Internet bookstores and other places may claim have these books but they are often on backorder which can cause a significant delay of up to 3-4 weeks. This delay is unacceptable in a quarter system because it places students too far behind to realistically keep up in the class.

Log-on and Meeting Times:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log in to the course home page on or before the first day of class through the [WBU Virtual Campus \(https://wbu.blackboard.com/webapps/login/\)](https://wbu.blackboard.com/webapps/login/). This class is conducted entirely online and does **NOT** require proctored exams. All quizzes and assignments are submitted online through the course website. (See more details under "Attendance" requirements.) Wayland Baptist University, like many across the nation, now requires "proof" that each student is actually participating regularly in every course in which they are enrolled. This mandate comes from **The Southern Association of Colleges and Schools (SACS)** and WBU has opted to have each Professor use some type of regular communication method as evidence that student's are indeed active. I decided that my students will post to a Personal Reflective Journal at least once per week to fulfill this new assignment. The normal workload of the course will take care of most posts, since you will need to write me for approval about topics that you wish to submit, or anytime you have a question about preparing for Exams and so on. By simply using a dual-post method, you will get the information from me which you needed, and also meet your obligation to post once per week into your Personal Journal. In essence, this will become a running account of your experience in the class, and will reduce any extra work that might otherwise have been necessary to create. So, while there are no set meeting times during the class, you must post to your Personal Reflective Journal each week, and my suggestion is that you use the normal communication that we engage in to meet that need. Please feel free to post anything else that you desire, such as how your research has changed your views on something, or maybe a new technique you learned while preparing your assignments.

COURSE DESCRIPTION

A primary aim of any solid college education is to provide students with critical thinking, analytical, and writing skills that will stay with them for the rest of their lives. This course aims to introduce those skills that history and social studies students at Wayland Baptist University will use for upper-level and graduate courses in the discipline and in their chosen vocations. Through a combination of class discussions, group interaction, homework, written assignments and online work, this course exposes students to the problems, satisfactions, and hardships of doing history well—a task requiring sound judgment, the ability to synthesize a large quantity of information, and creative (original) thinking. Incidentally, these are also the very skills necessary to succeed in life.

The course is divided into three thematic sections: the philosophy of history, skills building, and the application of those skills on two (2) separate knowledge-based Tests checking for your grasp of key facts and concepts. Plus there are two (2) separate Research assignments, with one being a traditional written Paper, and the second a Multi-Media Project. If all goes well, the transitions between them should seem natural, and a balance struck between abstract concepts, concrete skills, and real historical events. For example, assume that you want to understand more about Islamic Fundamentalism, and the issues unfolding in Egypt in the news today. You could write your traditional research paper on the rise of the **Muslim Brotherhood** from the 1950s to 1980s, culminating in the 1981 assassination of President Anwar Sadat. You could then build on that in your Multi-Media Presentation by carrying the story forward to the post 9/11 period using YouTube video clips/links, plus links to TV documentaries, images and maps of key events from the era, and all tied together with your written narrative demonstrating your grasp of the complexities of what has become a religious war that pits radical Islamists against the West, and against those Muslim they call "apostates" and think are more dangerous to the true Islamic faith than any Western intervention. This was just one example from tonight's national news as the turmoil in Egypt escalates daily. Or you can do two unrelated subjects as you see fit. But as you will learn, historians as professional must keep up with global events for their entire careers, reading and studying topics that may not be within their primary field of interest, but as scholars we need to master as much information, and be able to communicate it to as wide an audience as possible. Those of you who are already teaching at the Primary and Secondary levels know what I mean, as students who have access to increasingly sophisticated technology will learn of major events, and then ask you to explain them and to place it in some historical context. So now is the time to learn and practice what you will be doing for the rest of your lives.

If you participate regularly in this class, and are involved in its various activities while successfully completing all assignments, and earn a passing grade on all tests, you will master the following skills and competencies, get a good grade, and have some fun in the process.

- Assess, think critically about, and interpret historical issues;
- Demonstrate skills in analyzing historical data, make reasoned inferences, and reach **informed** conclusions;
- Exhibit the ability to acquire and practice research, writing, and documentation skills;
- Apply the course themes to your study of history in order to make you better-informed citizens of this nation and the world;
- Gain a better understanding of the historical discipline and profession.
- Demonstrate knowledge of the philosophical foundations of modern historical inquiry
- Apply different methods that historians use to interpret the past
- Demonstrate knowledge of the diverse methods utilized in historical research
- Demonstrate an understanding of the Historiography of United States and World history as it stands today
- Assess multiple points of view and frames of reference relating to historical issues
- Demonstrate an understanding of the problem solving process of identifying a question, researching the question, and presenting the results of the research
- Demonstrate an understanding of the critical analysis of sources; distinguishing between various levels of reliability between primary and secondary sources.

ASSIGNMENTS & STUDENT ASSESSMENT

The purpose of this course is to teach you the trade of historians through the mastery of factual knowledge and themes as revealed through two (2) major Exams, and two (2) separate personal research projects of distinctive types. NOTE that you need to be clear that you are submitting 2 different topics that may be related, or built upon each other, or they can be completely unrelated, but they **MUST** be delivered in unique formats, and are considered as separate assignments. Each of these two research projects, and the two Exams plus your Personal Reflective Journal will require a Cover Sheet (Course Number and Name, Title of Assignment, the Due Date, my Title and Name, and your name), Annotated Bibliography, be paginated and double spaced. The Research Paper, and your Multi-Media Project must use the Turabian style of citation for writing and citing of sources. *The Turabian Guide* is actually a shortened version of the gigantic *Chicago Manual of Style* which is the format all Historians uses when writing for publication, so you need to begin learning and practicing it now. Kate Turabian was the Graduate Secretary for the History Department at the University of Chicago for decades, and saw many Graduate students struggle to master the full Chicago Manual so she decided in her spare time that she would write an abbreviated version that hit only the important parts that we would use in 99% of our writing. It was truly a relief when it was published and is used by every---and I mean every History Department and graduate student in the nation. What a blessing she was to us. Using the theme rich era of **20th-Century U.S. and World history**, you will write a **10-page traditional research paper** using the citation and grammatical style found in the Turabian book, **A Manual for Writers**, by Kate Turabian. You should begin each of the two Projects by gaining approval for the subject from Dr. J, defining the exact topic of your paper and a general/brief list of sources. Once you have approval, you should, outline your topic, dig out relevant sources and documents, compile a bibliography and eloquently develop your argument. The basics are the same for both the traditional written Research Paper, and the next assignment which is the Multi-Media Project. If you are attempting to connect both of these then you will still need approval from DR J showing how one will compliment the other and how the sources will differ. You will also write an **Annotated Bibliography** for each of the two assignments providing a commentary on your choice of sources. If you unclear on how to write an Annotated Bibliography, please contact Dr. Powell. Examples of Annotated Bibliographies can also be found on the Course Website on the "Course Content Tab – Course Documents Link."

It is important that you understand that the draft needs to be more than just 3 pages of what you "might" be writing, but is instead a fully developed and nearly completed version of your work that can stand on its own. I mention this only because of late I have received several draft papers that were only bullet points strung together showing where the writer intended to go once they got around to actually working on the assignment. Your Draft needs to be well researched and written with a full Cover Sheet, Thesis and Argument along with a Conclusion and then the

Annotated Bibliography that will be found on the Final Draft. The goal is for me to be able to polish your Draft, not re-write it for you, and thus to be able to spend more time teaching you what is going to be useful for you later. Having me run a spell-checker for you, or trying to guess what your Thesis is does neither of us any good. I am very glad to help you prior to submission day to select topics and develop your Thesis and find sources, so ask early and often for the best results. Learning the skills here, including time management will save you major headaches or even failure and expulsion later in the Topics classes that you will take for your MA Degree. This is even more true for those who intend to write a Thesis and perhaps enter a Doctoral Program at a major Division I, Research University. I assure you they are very unforgiving and I would even say ruthless in the selection process for who gets in, since money is tight, and they do not want to "waste" time bringing someone who should have learned the skills at the MA level up to speed. I taught at the University of Kentucky, and served on admissions committees there, at Hardin-Simmons University, and have been on 6 MA Committees here at WBU, so I am serious when I tell you that the more you let me help you now the easier it will be later.

The Personal Reflective Journal does not need to be so formal, and should be viewed as a chance to vent your frustrations over research, and the burdens of Grad School, and to either share ideas of techniques you have discovered or to ask me for information or advice on how to handle something. There is no need to use citations or the Turabian style since this is just what the name implies, a Journal of your experiences in this course. You do need to create a Cover Sheet so that I can show the Higher Authority that it is yours and not some other student, but otherwise keep it informal and use it to help yourself get through this process. When I was in Grad School we had regular backyard BBQ meetings or in the Winter, we had indoor parties that allowed the spouses to share their woes with others who felt like Grad School widows/widowers too, while those in the Program spent hours debating topics, books, Professors and so on. Think of your Journal as a similar experience in the Virtual World. I will share only what you want me to, and you may feel free to express anything that is on your mind just as we did in the traditional Grad School environment. Your posts will count as a Participation Grade worth 10% of your Final Class Average so it will not seem such a waste.

This course is essentially a workshop and its success will largely depend on your preparedness. Regular log-in is required and active participation is absolutely necessary. It is especially imperative that you turn in all assignments on time. Late submissions of any assignment will be penalized a full letter grade for each 24 hour period they are Past Due. This is motivational, not punitive, because your research material is being built layer upon layer and in order to fully evaluate your work, sufficient time needs to be granted for your work to be read and assessed. The assignments and their point-value are listed here:

Quiz 1	15%
Written Paper First Draft	25%
Multi-Media Project	25%
Quiz 2	15%
Final Draft	10%
Participation (Personal Journals)	10%

Graded assignments will be assessed as follows:

- The quality of your tests will be assessed by your ability to answer questions critically, to formulate an argument and to support it with all the necessary evidence, and to explain the historical significance of the subject.
- The Projects, whether Written or Multi-Media will be graded based upon the clarity and creativity of your definition of the topic in a Thesis Statement, the strength of your Narrative or supportive analysis in both types of submissions, whether you reach the Conclusion that is set in your Thesis Statement and the Annotated Bibliography.
- The quality of your Annotated Bibliography will be measured by its overall accuracy and it, along with your Footnotes or other Citations must conform to the Turabian Version of the Chicago Manual of Style.

- The Multi-Media Project will be measured by your ability to analyze the essence of the materials, from images, maps, YouTube videos, or whatever Multi-Media sources you select in a clear, compelling and dynamic manner, and to write appropriate comments on theme, style and sources.

Course Requirements

- **Skipping is a self-inflicted punishment.** Quizzes and due dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24 hour period they are past due.
- **Computer failures are not excused.** All quizzes will begin on the hour. Students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused so have a backup site in the event you suffer a failure.
- **Student Responsibilities and Conduct:** “The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.” The full text of the Student Code of Honor can be found at http://www.wbu.edu/student_life/student_handbook/. All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.

*****The instructor reserves the right to modify this syllabus if circumstances warrant.**

The University has a standard grade scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F= below 60
- W= Withdrawal
- WP = withdrew passing
- WF = withdrew failing
- I = incomplete*

*An Incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reason beyond the student's control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to an F.

Attendance:

Students enrolled at one of the University's campuses for traditional lecture courses should make every effort to attend all class meetings. All absences must be explained to the Instructor, who will then determine whether any work may be completed. When a student reaches that number of absences considered by the Instructor to be excessive, the Instructor will so advise the student and file an Unsatisfactory Progress Report with the Campus Dean. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for individual courses, as defined by the Instructor in the course Syllabus, are considered a part of the University's attendance policy. The same rule of Participation applies to ALL Online courses as well.

Class Attendance (Online Students):

The University has adopted a revised online attendance policy which requires students to be actively participating in their online course to be considered in attendance.

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
5. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

Any questions regarding this policy may be directed to the Director of the Virtual Campus.

NOTE the new Attendance Policy enacted for Online Students by WBU at
http://www.wbu.edu/academics/online_programs/help%20desk/attendance.html

Participation:

Regular log-on is necessary for satisfactory achievement; plus, the newly mandated Personal Reflective Journal. Students must log into the course daily, or at minimum of every 48 hours. This requirement is based upon the student's need to be informed on many issues that can arise, including changes in their course, any WBU announcement posted for the entire class, and in order to stay in contact with their Professor, who may feel that important information is not being understood by the students enrolled in the Virtual Campus, or WBU. Experience has demonstrated the important role played by the Professor's Blog postings in assisting students in successfully completing the class. So, remember to check the Homepage on a regular basis.

It is the responsibility of each student to keep track of their assignments. Students must have daily access to a computer and a reliable Internet connection to enroll in, and to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library. If a technical problem does occur, students should immediately send an e-mail to the Virtual Campus Help Desk, where specialists in this technology can provide assistance. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion. If you cannot use e-mail, telephone your Professor as a

last resort to explain the problem. Remember, however, that this is an Online course, and traditional telephone messages may take longer to be returned since they are outside of the normal communication chain. If you reach your Professor's voice-mail, leave a message explaining the trouble and contact information where you can be reached. Expect an e-mail response via the Course Homepage as the primary means of return contact, not a telephone call, since students are enrolled from around the world, and may, in fact, be on Active Duty in a military combat zone, or live in Alaska or Hawaii and so on. This makes telephone communication problematic to say the least. If necessary, a Chat Room can be created as a temporary method to discuss material that is too complex for a standard e-mail.

NOTE: Contact the Professor immediately if you have a family emergency such as an unexpected major illness or family death, are on Active Duty serving in a war zone and must be offline temporarily, or have any other justifiable reason why you are unable to meet the Due Dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing the assignments. Plan ahead.

Instructor's policy on Academic Dishonesty:

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation

Review the plagiarism link located on the Syllabus web page located in this course.

Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even quizzes. To correctly interpret historical issues, students must have accurate knowledge of the facts. Students can also consult secondary sources such as the work of other historians. Students are, however, **STRONGLY** cautioned to choose these extra sources, particularly internet sites, with care. Websites, such as Wikipedia or Yahoo, **DO NOT** necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course. Websites like Wikipedia even post disclaimers informing users that their material may or may not be valid (<http://en.wikipedia.org/wiki/Wikipedia:Disclaimers>). Students should, instead, choose sources from the WBU Virtual Library such a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select sites where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the professor are available via the "Web Resources" link through the course.

Service for the Disabled:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist

University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

Etiquette:

The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for the ideas and values of others are essential for a strong environment for learning history. Respectful students bring a strong work ethic to the course. They are expected to log-on to the class regularly, be prepared for class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain an environment of openness and civility that encourages and honors the intellectual achievement. If you need to review the standard Net Etiquette rules, see the [Netiquette Rules](#) for more information.

******All students are required to review all course policies located on the "Web Resources" link.**

Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about Historical Methodology. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of posting dates for exams, discussion questions, and other graded projects. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the textbook and additional material and learn on your own to identify major theses and link material together into a comprehensive understanding of the methods Historians use in scholarship is crucial. The professor is available by phone, email, chat room, or in person to discuss in-depth any material you do not understand but the burden of learning falls upon the individual student.

Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

Computer Requirements:

Regular log-on is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to keep track of their assignments. Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every online course. Technical problems are not an excuse to miss a posted Quiz or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction, and everyone should also have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the WBU Help Desk explaining the difficulty, and copy your Professor as well. If you cannot use e-mail, call the Help Line and not your Instructor to explain the difficulty. You should only then leave a summary of your trouble and response on your Professor's e-mail. I will then contact the Help Desk for a summary of their efforts to diagnose and fix the issue.

WANT TO AVOID PROBLEMS WITH GRADED QUIZZES ON BLACKBOARD (Virtual Campus)? GETTING KNOCKED OFF of GRADED QUIZZES?

READ THESE SUGGESTIONS!

Since some of you are new to the Virtual Campus and Blackboard online environment, here are some helpful hints to consider before taking the Graded Quizzes. Remember, that each Quiz must be **completed and submitted** prior to the 2355/11:55 p.m. deadline. If you begin your Quiz at 2350/11:50 p.m. on the final due date, you will have only 5 minutes to complete the assignment before the test is automatically submitted by the Blackboard Program. All Quizzes are set to close at 2355 (11:55 pm) local time (Central Time), so if your location is in a different time zone or even date/time zone, be sure you make the appropriate adjustment. For best results and to guard against any unforeseen Internet difficulties, begin your Quiz at the earliest date/time available for best results. **Once you open the Exam, you must complete it as the Blackboard Program allows for only ONE (1) Test attempt and all are timed.** Pick a quiet place with adequate time and a reliable, preferably a **Wired** fast Internet connection for best results. So do not answer your door, or the telephone if it rings, banish your spouse, children or significant other while testing, and be aware of weather related issues that may develop, meaning do not start a Quiz during a thunderstorm or when one is anywhere near! **The Graded Quizzes have a time limit** so remember to watch your time because when the time limit runs out, **the Quiz will automatically close and submit.**

Blackboard is restrictive about the environment in which a student takes the Exam. To avoid any problems such as time-outs or losing access in the middle of a Quiz, note these suggestions:

- Check out some common problems on the FAQs page.
- Using a **wireless or satellite internet** service provider may cause problems with a continuous connection, causing a student to be booted from a test. Both typically have drops in signal strength known as Micro Power Blips, which we may not "see" visually but the program is so sensitive it will detect them as an indication that you have finished and will close and submit your Test. A student booted from the exam will be unable to complete it, or will not be able to submit the exam once completed. Consider using a **WIRED** connection for all graded quizzes!
- Do not double click any button (save, next, submit). Because the Quizzes are set to present the questions one at a time pulling from a pool of questions, double-clicking is DEADLY. When a student clicks to move on, and the computer runs a algorithm to pull the question for the student it often appears that the computer is frozen.... so the student clicks again (do not do this... wait!). This interrupts the computer and it ultimately shuts down. It just takes a few seconds (or what to a student seems forever), to locate the next question and move on. So be Patient!
- Be sure your computer is NOT set to do automatic updates! Many of these require a restart of your machine and it will do so no matter how hard you try to halt the process. Once it begins, you are done with that Test.
- Do NOT skip a question and try to return (It is a one at a time test, answer the questions in the order presented).
- Do NOT click SAVE after every question. It is a one at a time test, do not worry about saving answers, moving to the next question will automatically save the question for you.

- If you do accidentally click the Save button, do not click any other button or move to the next question until the "Answer Saved" box has appeared.
- Do NOT click the Back Button on your browser, (not the same as a Backspace Button).
- Be careful when using the Backspace button on the keyboard. Pressing too many times may cause the browser to move back a page, thus booting a student from their Exam.
- Close ALL windows, including pop-up blockers and virus scan programs.
- Use ONLY the buttons (such as back, forward, submit) located within the Exam itself, never those from your Browser.
- Each Quiz must be **completed and submitted** prior to the time/date deadline or when the time limit runs out, or the Quiz will automatically close and submit.
- Read the Instructions carefully before taking the Exam (particularly if you are new to Blackboard). If you are unsure, check out the tutorials first or contact the WBU Help Desk for additional assistance PRIOR to opening your Test.
- **NOTE:** Students are not allowed to print and reproduce any question from this Quiz in any manner.
- Students may use their notes and/or textbook during the Exam but MAY NOT access the Internet, copy/print the Quiz, share the Test or other information about it with other students, etc. Violations, as recorded by Blackboard protocols, will result in a zero or worse.
- Keep a timer handy that ticks down your available time.
- In Blackboard, your answer is automatically saved as you move to the next question.
- A one-minute warning will be given by Blackboard. Keep track of your time and use it wisely.
- The Professor reserves the right to assign a grade for an Incomplete Exam as circumstances warrant.

NOTE the importance of a WIRED Connection can not be Emphasized Strongly Enough: A Message from a Blackboard IT Expert -- "If a students' Internet connection is interrupted anytime during a test, Blackboard regards that break as an ending of the test. WiFi connections are the worst because they often have micro-short blips in connections (as they process the signal from the source). Usually we do not even notice it....but Blackboard does. So a student might open a test, start the questions, and notice that nothing is saving or moving along – this is because the connection has been broken. Blackboard simply continues running the timer on the Quiz, and when the time runs out it "submits" the test on the next cycle – usually 2-7 minutes after the timer ends citing 'abandonment' by the student as the explanation. In the end, a student may get to answer either none or only a few questions."

When this problem occurs, students will need to visit with the WBU Help Desk prior to the next Quiz to confirm that this was, in fact, the issue. Remember, however, that "Once in - Never out" is the Rule to keep in mind because the program is set to allow for student access only once. However, the Professor has built into the Course Average a solution called the Drop Option for Graded Quizzes. It allows for students to avoid spending large blocks of time and effort tracking down an obscure technical problem, and encourages them to move forward with the Learning Process by protecting your Class GPA and giving you the time to prepare for the upcoming Quiz which is often scheduled for the next weekend. Technical failures that occur during Quizzes should be documented via the WBU Help Desk, but there is no way to re-enter a Quiz already opened or submitted. But the Drop Option prevents this from harming anyone, and has proven to be far superior to Make-Ups on material that has already been covered by the class. Experience has shown that trying to retake Exams while simultaneously preparing for the next Block of Material often prohibits a student from focusing upon the more significant issue of what is due next. The result is frequently a poor performance on both Tests, rather than an improved grade for either. So remember those Drop Scores are there to protect you from any consequence from missed Exams, but still requires that you confirm the reason for any technical problem that prevented you from completing a Test.

The WBU Help Desk is available by e-mail, telephone, or Chat 24/7 should students run into any technical difficulties. If a technical problem occurs, particularly getting knocked off during a Quiz, students should immediately contact the WBU Help Desk where specialists in this technology can provide assistance in determining which of the above issues or other problem may have caused the break in the connection. (WBU Help Desk Contact Information and Hours: (866)-547-9192 or <http://BBhelp.wbu.edu>) Additionally, contact your Professor to notify them of what happened and the steps taken to understand and prevent a future occurrence of the issue prior to the upcoming testing schedule bringing yet another possible headache for you. However, the Professor reserves the right to decide what action to take

regarding any missed Quizzes as long as the solution fits within the stated Course Rules as found in the Syllabus.

Quizzes:

No proctor is necessary as all exams are completed online. Exams are scheduled on the calendar to begin at 12:00 p.m. Noon on the date listed (usually Friday) and ending at 11:55 p.m. Midnight (usually Monday) per the calendar. The **quiz will be timed**. You will only be able to **access the quiz once** for Credit and you **MUST** complete the quiz once it is opened. **You cannot view the exam and then return later to complete**. So do not answer your door, or the telephone if it rings, banish your spouse, children or significant other while testing, and be aware of weather related issues that may develop, meaning do not start a Quiz during a thunderstorm!

HIST 5301 ♦ Course Schedule ♦ Spring 2014

Assignments/Quizzes: Unless otherwise noted, all assignments are due before 2355 or 11:55 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2013/2014 Calendar Year and all Times refer to the appropriate seasonal CT (Central Time).

Computer Problems and Assignments: Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every Online course. Technical problems are not an excuse to miss a posted Quiz or other Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction. Students should then have access to a back-up computer at a family member's home, friend's location, local school, or local city library so they may still meet all assignment dates. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to send an e-mail to the Help Desk explaining the difficulty, and copy the Professor as well---but understand that Professors are not computer experts and do not have access to the Programs or Servers to repair any technical problems that may arise. Any message to me about a technical crisis is for Information Purposes only and not for me to attempt any repair. If you cannot use e-mail, call the Help Line and not your Professor to explain the difficulty.

Date	Week	Reading Assignments	Quiz(zes)	Writing Assignments
2/24/14	Week 1	Purchase books. Familiarize yourself with the syllabus, policies, welcome page, and other areas of the course		
2/24/14	Week 1	-- <i>Writing History: A Guide for Students</i> ; Read Preface, Intro., and Chapters 1-9 -- <i>History and Historians: A Historiographical Introduction</i> ; Read Chapters 1-3		
3/2	Week 2	--Continue Reading Assignments --Watch Voyager Episode "Living Witness"		
3/10 - 14	Break	Spring Break		
3/16	Week 3	--Selection of topics and discussions about the Written material are well underway.	Quiz 1 3/21 - 3/24 The Exam must be submitted no later than Monday 24 March at 2355, or 11:55pm.	
3/23	Week 4	--Formal Requests for the <u>separate topics</u> for BOTH the Traditional Written Paper and Multi-Media Project along with all prospective Bibliographic sources must be approved no later than Monday, 24 March at 2355 or 11:55pm.		3/24 Research Paper and Multi-Media Project Topics DUE
3/30	Week 5			
4/6	Week 6			4/14 Traditional Written Research Paper First Draft DUE by Monday 14 April at 2355, or 11:55pm.

4/13	Week 7			
4/20	Week 8	Reading Assignments for Quiz #2 Mark Gilderhus-- <i>History and Historians: A Historiography Introduction</i> ; Read Chapters 4-7		
4/27	Week 9	--Watch Voyager Episode "Distant Origin" -		4/28 Multi-Media Projects DUE no later than Monday 28 April at 2355, or 11:55pm.
5/2	Last Day to Drop	Please visit with DR J or your Advisor before dropping the course.		
5/4	Week 10		Quiz 2 5/9 - 5/12, but DUE no later than Monday 12 May at 2355, or 11:55pm.	5/5 Traditional Written Research Paper FINAL Draft DUE no later than Monday 5 May at 2355, or 11:55pm.
5/11	Week 11	You have completed the course. Congratulations!		