COURSE DESCRIPTION
This course provides students the necessary skills and preparation for completing a graduate degree in history and for entering a doctoral program or seeking employment upon completion of the Master of Arts program.

STUDENT LEARNING OUTCOMES
- Demonstrate fluency with various research tools, databases, and resources
- Demonstrate an expertise in historiographical approaches and interpretive assessment
- Acquire improved skills at reading comprehension, critical analysis, and research and writing
- Demonstrate a comprehension of the theory and history of history
- Learn the necessary professional skills to enter a doctoral program or pursue employment

TEXTS
Paul Conkin and Roland Stromberg, Heritage and Challenge: The History and Theory of History
John Arnold, History: A Short Introduction
Martha Howell/Walter Prevenier, From Reliable Sources: An Introduction to Historical Methods
Anthony Brundage, Going to the Sources: A Guide to Historical Research and Writing
Frank L. Owsley and Gene A. Smith, Filibusters and Expansionists: Jeffersonian Manifest Destiny, 1800-1821
J. C. A. Stagg, Borderlines in Borderlands: James Madison and the Spanish-American Frontier, 1776-1821
Kathryn Z. Derounian-Stodola, Women's Indian Captivity Narratives (1998)

ATTENDANCE
Class discussion is a critical component of any graduate seminar. Attendance, therefore, is not only expected, it is compulsory, and it will be taken at every class period. For every class you miss, fifty points will be deducted from your final total. If you cannot attend the class, then you should not take the course. If you have completed all the assignments and finish the semester with a borderline grade, then perfect attendance will raise your final grade one full average point to the next grade level.
ASSIGNMENTS
See “Class Topics & Schedule” for assigned readings and assignments. Each week the professor will provide with you with the necessary material on which to work and the parameters for each particular assignment. All writing assignments should not exceed 1200 words in length, including citations. Each assignment is worth 100 points. Since class discussion is an integral part of the learning process, as well as a necessary component of this course, class participation amounts to 20% of your final grade.

GRADING [2200 Total Points for Essays (200 Points for Participation)]
A (94-100)   A- (90-93)   B+ (87-89)   B (84-86)   B- (80-83)
C+ (77-79)   C (74-76)   C- (70-73)   D (60-69)   F (59 and below)

EXPECTATIONS FOR ACADEMIC CONDUCT
As members of the University of West Florida academic community, we commit ourselves to honesty. As we strive for excellence in performance, integrity—both personal and institutional—is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness. Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance and standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community. (From the Student Life Handbook, page 46.)

For more information on the University’s academic conduct policies, see the following resources:
- Academic Conduct Policy: [Web Format] | [PDF Format] | [RTF Format]
- Plagiarism Policy: [Word Format] | [PDF Format] | [RTF Format]
- Student Handbook: [PDF Format]
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tr>
<td>January 7</td>
<td>Introduction</td>
<td>Course Purpose &amp; Parameters (Class Exercise)</td>
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<td>January 14</td>
<td>History and Theory of History</td>
<td>Read: Conkin/Stromberg, Part I (Class Exercise)</td>
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<td>January 21</td>
<td>History and Theory of History</td>
<td>Read: Arnold, chs. 2, 3, Howell/Prevenier, Intro., ch. 4, Brundage, ch. 1 Assignment Due (Class Exercise)</td>
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<td>January 28</td>
<td>History and Theory of History</td>
<td>Read: Conkin/Stromberg, chs. 10, 11, 12, Arnold, chs. 1, 4-7 (Class Exercise)</td>
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<td>February 4</td>
<td>History and Theory of History</td>
<td>Read: Howell/Prevenier, chs. 1, 2, 3, 5, Brundage, ch. 2 Assignment Due</td>
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<td>February 11</td>
<td>Source Evidence</td>
<td>Provided by Professor: o Boston Massacre o Lexington Green o Longfellow Poem Assignments Due</td>
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<td>February 18</td>
<td>Source Evidence</td>
<td>Provided by Professor: o Frontier Depositions o Brown’s Raid and Execution o Nullification before and after Secession Assignments Due</td>
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<td>Date</td>
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<td>Source Evidence Provided by Professor:</td>
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| February 25 | Source Evidence               | o Connecticut Constitution 1662, 1776, 1818  
|            |                               | o NY, MA, VA Conventions  
|            |                               | o Smith on Jackson’s Inauguration  
|            |                               | **Assignments Due**                                                                                   |
| March 4    | Reviews & Historiographical Essays | Read: Article on book reviews  
|            |                               | Examples of book reviews  
|            |                               | Brundage, ch. 4  
|            |                               | Examples of Historiographical Essays  
| March 18   | Reviews & Historiographical Essays | Book reviews on Owsley/Smith and Stagg  
|            |                               | Historiographical Essay on Owsley/Smith and Stagg  
|            |                               | **Assignments Due**                                                                                   |
| March 25   | Source Evidence Research & Writing 1 | Provided by Professor:  
|            |                               | o Detroit and Automobile Industry  
|            |                               | **Assignments Due**                                                                                   |
|            |                               | Read: Brundage, chs. 3, 5                                                                            |
| April 1    | Source Evidence Research & Writing 2 | Provided by Professor:  
|            |                               | o Travel Accounts of America  
|            |                               | o Virginia Marriage Contracts  
|            |                               | o Indentured Servitude Contracts  
|            |                               | **Assignments Due**                                                                                   |
| April 8    | Source Evidence Research & Writing 3 | Provided by Professor:  
|            |                               | o Women’s Indian Captive Narratives  
|            |                               | **Assignments Due**                                                                                   |
| April 15   | Source Evidence Research & Writing 4 | Provided by Professor:  
|            |                               | o Cherokee Removal  
|            |                               | **Assignments Due**                                                                                   |
| April 22   | Professional Aspects          |                                                                                                        |
| April 29   | Wrap-Up                       |                                                                                                        |