

Central Washington University
Department of History, Fall 2009

History 302: Introduction to History

(History 302 is worth three credits; required for newly declared history majors)

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Fall 2009

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Office Hours: Daily 11- 12 and by appointment

Class Meeting Time: 1.30-3pm, Tuesday & Thursday; Meeting Venue: L&L 223

Topic: History of Women in the Islamic World

Course outline:

This course is a prerequisite for sophomores and juniors who have declared a major in history at Central Washington University. We will use ‘Women in the Islamic World’ as a focal point in exploring the nature of history as a discipline and become familiar with the tools and methods or techniques that professional historians use to research and analyze history. It is expected that students will begin to develop these skills and apply them in the remaining courses that they take. This course is designed not only to help you become a better historian, but also become more familiar with history as a discipline.

What is history? What are the different kinds of history? What is the nature of argumentation in history, and what is the connection between content, conclusion and evidence? Assignments have been designed to help you build your research repertoire and become familiar with the wide body of resources in history. The aim is to demystify library research for beginning history majors by familiarizing you with a wide range of resources the library offers for researchers. Direction will be provided in discerning the point of view of individual scholars and comparing viewpoints across time. Workshops in writing, documenting, editing and revising papers will be provided. Successful students will leave the course with an ability to dissect secondary sources by historians and write original research papers using primary sources.

Learning Outcomes:

History 302 will help students to demonstrate the following learning outcomes:

- 1) Identify key events, persons and themes in history of ‘Women in the Islamic World’ compare and evaluate opposing interpretations of historical issues by scholars, historical figures, filmmakers and journalists
- 2) Understand the relationship between past and contemporary actions and strategies
- 3) Familiarize themselves with historical resources in the library and online data bases such as Proquest and JSTOR

- 4) Apply critical thinking to the evaluation and use of primary and secondary sources
- 5) Collect, organize, write, document, and revise research materials and interpretations clearly for writing and speaking

Blackboard website:

The website below is the home of this course and you will use your university password to log in. I will monitor your participation in this course using this website. I will monitor your discussion in class and on the discussion board questions, as this will affect your participation grade. Make sure you visit the site as regularly as you can for announcements, assignments and other tasks related to this course. You can access copies of the syllabus, assignments, and your course grades by going to the class web page through Blackboard at <https://courses.cwu.edu/> a variety of links to web pages on history. If you have any difficulty accessing the page, please see me. There have been a few problems with accessing files on Blackboard through Internet Explorer due to the facility that blocks pop ups. If you experience this, use Mozilla/Firefox which you can download free at <http://www.mozilla.com/en-US/>

NB: Central Washington University policies and state and federal laws inform and support the following class policies, protocols and practices. They are considered obligatory and compulsory for all students enrolled in this class:

Equal Educational Opportunity/Special needs:

This course will provide reasonable accommodations for all individuals with disabilities. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to my attention so that appropriate accommodations can be arranged. Accommodations are intended to minimize the functional limitations of a disability and provide the student equal access to the educational process. If accommodations are needed, please contact Disability Support Services 963-2171, so that I may better assist and support you. I am willing to allow for extra time on exams and provide other accommodations for confirmed needy cases.

Discrimination, Intimidation, & Harassment:

It is the right of all students to have equal access to course content in an environment free of prejudice, discrimination, and harassment. This will be respected and upheld in this course. Hate speak, racist or sexist dialogue and behavior will not be tolerated. All illegal behavior will be reported to the proper university authorities.

Integrity and Professionalism:

All students are responsible for actively participating in all classroom and assigned activities in a positive, sensitive, and contributory manner. The nature of the course requires that each student be treated with respect, dignity, and sensitivity. All students' professionalism will be evaluated and graded based on their adherence to established class norms, expectations and professional participation.

Scholastic dishonesty:

Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers for more than one course without consent of all instructors concerned, depriving another of necessary course materials, sabotaging another's work and lifting material from online sources and presenting them as yours. All acts of misconduct in this course will be reported to the Student Affairs for disciplinary proceedings. My general policy is to assign an "F" for the course to students found guilty of academic dishonesty. Be careful when using material from the Internet, and ensure that you cite the sources appropriately!! At this level, you are not allowed to use encyclopedic sources such as 'wikipedia' and other online encyclopedias that are regarded as too general and non-scholarly/academic. It is recommended that you access journal articles through <http://www.jstor.org/> and <http://muse.jhu.edu/> and that you use books for your assignments. Be warned that I will do everything to verify your sources. Sections or sentences copied from sources such as books, magazines, other student papers, or websites, without attribution, should not appear in assignments.

Attendance Policy:

Please be forewarned that attendance in this course is absolutely mandatory. Students who accumulate more than three unexcused absences (from lectures) will have their final grade lowered by one full letter. If they accumulate more than five absences, their letter grade will be lowered by two full letters. Only a serious and unavoidable cause, such as a confining illness, death in the family or military service, will be accepted as an excuse for missing an exam or failing to turn in an assignment on time. Please note that 'Incomplete' (I) grades are given at the discretion of the instructor. It is the student's responsibility to arrange for an incomplete. When granted, students will be expected to complete the term's unfinished work before the end of the next quarter.

Class Responsibilities:

Come to class on time and do not leave unnecessarily early unless with a valid reason. Cellular phones and beepers must be turned off. The instructor will deliver lectures, provide outline lecture notes besides the power point presentation slides in class; facilitate meaningful discussion, maintain regular office hours, write fair examinations and provide written feedback to students. Students must read assigned readings before coming to class, participate in class discussion to their utmost ability; and pass four examinations.

The course will be conducted around reading, lectures, writing and discussion.

Late Policy:

I do not accept late assignments unless you make prior arrangements with me. I will deduct five points from your grade on the term paper downwards for each day after the deadline. Therefore, late assignments will adversely affect overall percentage of your overall course grade. Also, note that no late assignment will be accepted after the assignment is graded and returned to the rest of the class, except by my special permission. Those involved in university programs such as players and those officially involved in other campus-related activities such as study trips will be given

consideration, if supported by their supervisors through writing. There will be no make-up tests, quizzes, or other assignments. No late work can receive full credit. Students are responsible for material covered in their absence. There might be one or two opportunities for extra-credit. Students seeking help with writing can visit free tutors at the University Writing Center in 218 Hebel Hall.

My office hours and consultation:

I hold regular office hours. I look forward to getting to know each of you during the quarter, and will be happy to discuss any questions or concerns you have about the course, upcoming assignments, or specific topics and readings. My office is located on first floor of Language and Literature Building, 100G. I am available during posted office hours. I am often in my office at other times as well. Another good way to contact me is by email at: amutabim@cwu.edu. I will do my best to respond to your email as soon as possible. There will also be good opportunities to talk just after class.

Grade Distribution:

Assignments, pop quizzes and participation - 50% of the total grade. This will cover short reflection (half-page) papers. It will also include participation in class discussion of historical events, actors, and ideas. This is an important part of this course and everyone is encouraged and expected to participate. You must complete the assigned readings prior to class. Your comprehension of reading materials may be tested from time to time through unannounced pop quizzes in class. Watch out for them by keeping up with the required readings!! Each student will complete several quizzes, based on readings, library assignments, writing exercises, oral reports, an annotated bibliography, short papers, a rough draft and critiques of peer work. (After dropping the lowest quiz grade, the other quizzes will be averaged for 50% of the final grade.)

Term Paper- 50% of total grade: Each student will write one original 8-10-page research paper, plus footnotes or endnotes and bibliography, on an aspect of ‘Apartheid in South Africa’ or related topics. Papers may take up any issue covered in the course, and I (Dr. Maurice Amutabi) MUST approve the term paper topic. The paper must be original and MUST not have been submitted to any other course before. The final draft will be due on November 26 in class. One complete letter grade will be deducted for every day the paper is late. No incompletes will be given.

The grading scale is as follows:

A= 90 - 100% (A= 93-100, A - = 90 - 92)

B= 80 - 89% (B+ = 87 - 89, B = 83 - 86, B - = 80 - 82)

C= 70 - 79% (C+ =77 -79, C =73-76, C- = 70-72)

D= 60 - 69% (D+ =67- 69, D = 63-66, D- = 60-62)

F= less than 59%

Required Texts (to be purchased by every student enrolled for this class. All books available in the university bookstore at the Student Union and Recreational Center - SURC)

1. Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Latest Edition.
2. William Kelleher Storey, *Writing History: A Guide to Students*. Oxford University Press. Latest Edition.
3. Malek Alloula, *The Colonial Harem* (Editor Barbara Harlow). University of Minnesota Press, Latest Edition. ISBN: 0816613842, 9780816613847

Reading:

This course demands a lot of reading. As many students in this course will already know, the study of history requires frequent and considerable reading outside of class. The research process for your term/research paper requires that you exhaust the library's reference tools to locate, read, and think about a wide variety of sources on your topic. In a ten-week course, it is crucial that you begin reading early and stay on top of it throughout the term. Begin with your primary sources that you can assess for yourself; then approach secondary sources with an eye toward mining the experts' assertions and the sources they have used or referred to.

Writing

The main goal of the course is to help you plan and prepare research paper of no less than eight pages, excluding endnotes and bibliography, on a relevant topic of your choice. The preparation of the paper will proceed according to the following six mandatory steps: selection of a general topic, based on one or several primary sources available in the library; a brief (3-4 pp) source analysis of selected primary source(s); an annotated bibliography of secondary sources on your topic; a paper outline, with a clear and practical thesis statement; two rough drafts of the research paper, one each for peer (fellow student) and instructor review; and finally, the final paper itself. Please see the course calendar below for due dates.

Meeting schedule

September 24

No class meeting.

Syllabus posted on Blackboard and also sent to all students as an attachment through e-mail – print a copy and pay attention to class rules, regulations and deadlines

Start thinking of a possible research topic under the theme 'History of Women in the Islamic World' –

September 29

Film: *Women at War [Algeria]* (CWU Library, Media Center, DV-1445, 49 minutes)

(1-3 page reaction paper on the video due in class the following day, typed, double spaced, 12-point font, preferably Times New Roman; with a cover page with your name)

October 1

How to find a research topic and write a good title for a research paper

Reading: William Kelleher Storey, *Writing History*, 1-22

(Bring to class on October 1, a list of three possible research titles/topics – make sure that each topic has a title and sub-title)

October 6

Writing a paper outline, with a clear and practical thesis statement – following proper mechanics of writing

Reading: William Kelleher Storey, *Writing History*, 22-3 (Answer questions 1-6, and bring to class on October 8, a one-paragraph, typed, double-spaced summary of your paper proposal on your likely topic, 1900-2000).

October 8

Interpreting and analyzing primary sources (pictures and films)

Reading: Malek Alloula, *The Colonial Harem*, Chapter 1-10

(Bring to class one research topic, selected from the three you had previously submitted, and provide three reasons why you selected this topic). Due October 13 in class

October 13

How to write an annotated bibliography

Reading: William Kelleher Storey, *Writing History*, 23-4

(Bring to class a one-page, typed, double-spaced summary of five major stories from newspapers, popular magazines or journals, on your likely topic, which should be in the range of 1900 to 2000, on October 15)

October 15

Library assignment – no class meeting

Using William Kelleher Storey, *Writing History*, pp. 23-4 write a 3-page length paper analyzing the primary sources in the library on Women from the Islamic World. As a guide, you can answer the following question: What are some of the problems that women have encountered in the Islamic World? You are also free to explore other themes, such as the role of Islam in the lives of women in the Islamic world. (Due on October 20, in class)

October 20

Primary vs. Secondary Sources in history

Reading: William Kelleher Storey, *Writing History*, 25-31

(Bring to class a list of 5 primary and 5 secondary sources on your topic due on October 22, in class).

October 22

Library Session 1: References: Secondary Sources, periodicals and newspapers
Bibliography due on October 27, in class

October 27

Library Session 2: Government Documents - Meet in GOVERNMENT DOCUMENTS
with Jan Jorgensen
Reading and questioning your sources: Papers on women in Islamic societies

October 29

Discussion of library visits
Hand in one page summary from library visit – what lessons you learned from the visit
and describe any gains. State in what ways you think this session can be improved (due in
class on November 3)

November 3

Discussion of topics and paper outlines
Term Paper topic due November 5 (bring two copies of your title/topic to class)

November 5

Workshop in class – presentations on research topics (will count as quiz)
(You will find a word document on Blackboard, written using in-text citation. Please
convert the in-text citations into footnotes or endnotes, and bring to class on November
10)

November 10

Footnoting and bibliography workshop and plagiarism
Reading: William Kelleher Storey, *Writing History*, 33-67
Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Start preparing oral reports for your draft paper.
List circulated in class, for students to sign up for the order in which they will make their
presentations in class.

November 12

Oral Reports and Rough draft workshop in class (will count as quiz)
Reading: William Kelleher Storey, *Writing History*, 115-119
Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Rough draft due on November 17 (bring two copies of your paper, one copy for the
professor and another copy for peer review). The copies will be shared in class, to be
graded by fellow students. A grading rubric and sample of graded papers will be provided
to serve as guidelines.

November 17

Oral Reports

(Oral Reports [count as quiz] each student should prepare a five-minute oral presentation on his/her research findings, best sources, and dead-ends or disappointments at the library. Do not read to the class from your paper. Bring only a note card with an outline of the basic themes you will cover. Be succinct! Practice your presentation ahead of time. Plan to stand in front of the class. Be prepared to answer questions.)

Peer reviewed and graded drafts to be returned in class.
Graded rough drafts [by professor] returned to students

November 19

Oral Reports continue in class.

Students to consult professor freely on their drafts, by appointment or through e-mail, November 19-25

November 24

No class meeting. Continue corrections on drafts. Free to consult with professor.

November 26

No class meeting. Hand in final (draft) paper with notes, bibliography. All rough drafts should be submitted along with the final paper.

December 1

No class meeting.

There will be no Final Exam for this course

Appendix 1**Grading rubric for History 302***I. Writing*

<u>Exceeds Expectations:</u>	Few to no mistakes in grammar, spelling, sentence structure, and English verse. Uses connective sentences and is well organized. Engaging writing style makes the paper a pleasure to read.
<u>Meets Expectations:</u>	Correct in most aspects of grammar, spelling, sentence structure, and English usage. Uses connective sentences and is well organized.
<u>Does Not Meet Expectations:</u>	Is not well organized and contains numerous errors in writing mechanics.

II. Research Skills/Sources

<u>Exceeds Expectations:</u>	References exceptional in terms of quantity, quality, and variety
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(primary and secondary sources, government documents, scholarly journals rather than magazines).

Meets Expectations: Adequate use of a variety of primary sources, some secondary sources.

Does Not Meet Expectations: Few or unreliable primary sources, relies primarily upon secondary sources

III. Analysis

Exceeds Expectations: Original and insightful thesis argued persuasively throughout the entire paper.

Meets Expectations: Thesis is argumentative, but not truly original.

Does Not Meet Expectations: Simply relates what secondary sources say with little or no independent judgment.

IV. Documentation

Exceeds Expectations: Impeccable citations both in text and references.

Meets Expectations: Correct use of style in most citations, as defined by Kate L. Turabian, **A Manual for Writers of Term Papers, Theses, and Dissertations.**

Does Not Meet Expectations: Inconsistent or unacceptable style in many citations

V. Logical Organization

Exceeds Expectations: Organization of paper follows from thesis in a seamless manner

Meets Expectations: Writing shows a few lapses of organization, but adequate overall

Does Not Meet Expectations: Paper is choppy and lacks a coherent organization