 Those who cannot remember the past are condemned to repeat it.

    George Santayana, *The Life of Reason or the Phases of Human Progress*, one-vol. ed., rev. idem in collaboration with Daniel Cory (New York: Charles Scribner’s, 1953), 82.

If History teaches any lesson at all, it is that there are no historical lessons.


A study of the past, then, should not provide facile lessons. Instead, it should provide a multifaceted wisdom.


**COURSE INTRODUCTION**

Summary description: The English word “history” comes from the Greek word *historia*, which means “inquiry”. This course is an introduction to the basics of historical method. Topics considered in the course will include finding, evaluating, and interpreting primary and secondary sources and conducting library research. In addition, this course also engages issues related to the historical profession and what it might mean to be a Christian historian and to understand and practice history Christianly.

Course purpose: This is a lower-division course in history. It assumes some introductory familiarity with college-level critical reading, thinking, and writing about people, texts, and developments from the past.

As a history course, it implements elements of Northwestern College’s “A Vision for Learning.” In what is studied as well as how it is studied, this course especially addresses the following aspects of “A Vision for Learning” for students:
Fostering competence in navigating and contributing to the world of ideas and information connected with the human past.

- Pursuing truth faithfully in studying and understanding the past.
- Developing a broad understanding of the historical interplay of different realms of knowledge and experience.
- Fostering regarding all persons as made in the image of God and thus deserving of understanding, love, and justice.

**Course objectives:**
Given the general nature and purposes of this course as described above, particular objectives include the following:

1. To introduce historical method as a set of tools; essential for the study of the past, also useful as a generally applicable research approach.
2. To provide instruction on and experience with basic elements of historical research through the construction of a detailed annotated bibliography.
3. To further develop in connection with course reading, writing, and discussion what historian Lendol Calder has termed the "cognitive habits" of questioning, connecting, sourcing, making inferences, considering alternative perspectives, and recognizing limits to one's knowledge, since such liberal arts habits are key tools for learning how, with the Apostle Paul, to "take every thought captive to obey Christ" (2 Cor. 10:5).
4. To instill what have been called the “three Ws” as guiding questions in studying the past: What happened? What was it like? Why does it matter?
5. To foster what have been called the "five Cs" as essential habits of mind for interpreting and understanding the past: change, context, causality, contingency, complexity.
6. To become familiar with some of the institutions, publications, standards, and processes of the historical profession.
7. To explicitly reflect on how Christian belief should inform historical inquiry and understanding.

**REQUIRED READING**


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2 Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" *Perspectives* 45 (Jan. 2007): 32.

**COURSE OUTLINE OF DAILY TOPICS AND READING ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Date (MWF)</th>
<th>CLASS TOPIC and/or ASSIGNMENT DUE</th>
<th>READING TO BE DONE for class day</th>
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<tbody>
<tr>
<td>Mar. 14</td>
<td>Course Introduction</td>
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<tr>
<td>Mar. 16</td>
<td>A Toolbox for Historians I</td>
<td>• Rampolla, pp. 1-19</td>
</tr>
<tr>
<td>Mar. 19</td>
<td>A Toolbox for Historians II</td>
<td>• Stearns, My NWC link</td>
</tr>
<tr>
<td>Mar. 21</td>
<td>A Toolbox for Historians III</td>
<td>• Rampolla, pp. 20-65</td>
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<tr>
<td>Mar. 23</td>
<td>Friending the Library and Librarians</td>
<td>• Rampolla, pp. 66-99</td>
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<tr>
<td>Mar. 26</td>
<td>Meetings with Instructor for Bibliography Project I</td>
<td>• Rampolla, pp. 99-147</td>
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<tr>
<td>Mar. 28</td>
<td>Meetings with Instructor for Bibliography Project II</td>
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<tr>
<td>Mar. 30</td>
<td>STUDY DAY (no class; Instructor attending The Making of the Great Plains Conference, UNL)</td>
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<tr>
<td>Apr. 2</td>
<td>Meetings with Instructor for Bibliography Project III/ DINNER DISCUSSION with Dr. R.E. Winn on getting a history book published (Class meets at 5 in the cafeteria)</td>
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<tr>
<td>Apr. 4</td>
<td><em>Alamo</em> I/REPORT DUE at 11:55 p.m.</td>
<td>• Film</td>
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<td>• Crisp, pp. ix-60</td>
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<td>Apr. 11</td>
<td><em>Alamo</em> II</td>
<td>• Film</td>
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<tr>
<td>Apr. 13</td>
<td><em>Alamo</em> III</td>
<td>• Crisp, pp. 61-138</td>
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<td>• Film</td>
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<td>• Crisp, pp. 139-198</td>
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<tr>
<td>Apr. 16</td>
<td>ROUNDTABLE DISCUSSION of <em>The Alamo &amp; Sleuthing the Alamo</em>/ESSAY DUE</td>
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<tr>
<td>Apr. 18</td>
<td>STUDY DAY (no class)</td>
<td>• Anderson &amp; Kugler, My NWC links</td>
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<tr>
<td>Apr. 20</td>
<td>Being a Christian Historian?</td>
<td>• Fea, pp. xiii-121</td>
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<td>Apr. 23</td>
<td>Interpreting History Christianly? I</td>
<td>• Fea, pp. 122-246</td>
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<tr>
<td>Apr. 25</td>
<td>Interpreting History Christianly? II</td>
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<tr>
<td>Apr. 27</td>
<td>ROUNDTABLE DISCUSSION about Being a Christian Historian/ESSAY DUE</td>
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<tr>
<td>Apr. 30</td>
<td>ORAL REPORTS I</td>
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<td>May 2</td>
<td>ORAL REPORTS II</td>
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<tr>
<td>May 4</td>
<td>ORAL REPORTS III</td>
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<tr>
<td>May 8</td>
<td>ANNOTATED BIBLIOGRAPHY DUE (end of assigned final period, Tues., 10:00 a.m.)</td>
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COURSE ASSIGNMENTS:

A. AN ANNOTATED BIBLIOGRAPHY will constitute 45% of the course grade.

1. Project task: Each student will research, write, and save for potential linking to a website (https://sites.google.com/site/his150annotatedbibliography/) an annotated bibliography on a U.S. history topic of their choice.

2. Project goal: To contribute an annotated bibliography to a website that will accurately and critically introduce to the general public resources for understanding various U.S. history topics. Thus, not only should each bibliography meet standards of the history profession in accuracy, criticalness toward sources, and bibliographic form, but each should also be as user-friendly as possible.

3. In addition to the instructor, technical and research support will be supplied by Ramaker Library staff (Tim Schlak [tim.schlak@nwciowa.edu] and Greta Grond [ggrond@nwciowa.edu]).

4. Topic: Each bibliography’s topic is up to each student, so long as it is
   - on a U.S. historical topic, e.g., person (deceased), movement, event, issue, or institution
   - cleared with the instructor by Apr. 2.

5. Components and Format:

   - I. A title, author, and date header.
   - II. A 3-5 page introduction (typed double spaced) that describes the topic and suggests some of its limits, complexities, controversies, and historical significance. Use footnotes as necessary (for footnote form, see Rampolla, pp. 104-128).
   - III. A 3-5 page annotated bibliography.
      a) For each bibliographic entry’s format, see Rampolla, pp. 104-128.
      b) For overall bibliography format, see Rampolla, pp. 134-147. The particular order and divisions of each bibliography are up to the student’s judgment of the particular topic and the sources.
      c) For the form of annotations, see Rampolla, pp. 134-147.
      d) For the content of annotations, each annotation should be a 2- or 3-sentence paragraph that concisely indicates the relevant historical content of the item and assesses its reliability and usefulness for the topic.
   - IV. A 2-3 page reflection on the research process (typed double spaced) recounting what major surprises, difficulties, serendipities, etc., were encountered along the way and offering some critical assessment of the entire research experience.

6. Kinds of sources necessary to include in each bibliography (if after a good faith effort some of these kinds cannot be located or are not worth including, explain this in the reflection part of the full project):

   - Primary source(s).
   - Specialized reference works (e.g., atlases, biographical dictionaries, period or topic encyclopedias).
• Monographs (i.e., topic-relevant books, including biographies and books on larger topics that include significant treatment of the bibliography’s topic).
• A book review for each monograph (preferably from a professional history organization’s journal).
• Scholarly journal articles.
• Internet sources.
• Digital illustration(s).
• Miscellaneous sources (e.g., microfilm, microfiche, CD-Rom, videos, slides, photographic collections, material artifacts, museum displays, or other non-traditional sources).
• NOTE: It is fine for some sources to count as more than one kind. For example, many primary sources, specialized reference works, and scholarly journal articles may also be on the internet. Or again, YouTube.com may provide relevant videos (including lectures or performances) that would also count as internet items. Or again, relevant museum or photographic collections may also be online (internet).

7. Meeting with a Reference Librarian: Once topics have been approved, each student will schedule at least one meeting with a reference librarian (Greta Grond, Anne Mead, Tim Schlak, or Anita Vogel) to plan their research and clarify the preparation of their project for placement online.

8. Oral Report: On Apr. 30 and May 2 and 4 (to be scheduled after the course gets underway), each student will take 7 minutes (times may be adjusted, depending on the number of students in the course) to tell their peers a) what their project topic is and b) the most interesting or challenging thing they have encountered in working on their topic. As time permits, a few minutes for questions and/or discussion will follow each report.

9. Due Date and Form: Microsoft Word document submitted through course assignment drop box in My NWC, by May 8 (Tues.), 10:00 a.m. (end of scheduled final period). The instructor and library support staff will determine how and when the bibliographies are placed in the course website.

10. Evaluation: The most important factors for evaluating each project include how well does/is the annotated bibliography

• meet all the formal specifications for the assignment?
• show diligent historical research, attention to accuracy, and awareness of interpretive ambiguities and challenges?
• written, i.e., manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion?
• make an effective historical argument, i.e., manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in all the relevant research materials, particularly primary sources, and addresses substantively some of the historical significance of the topic?
• insightfully informed, as relevant, by the “three Ws” (What happened? What was it like? Why does it matter?) and the “five Cs” (change, context, causality, contingency, complexity) in narration, analysis, and interpretation?

11. Bibliographies on the Web: Only those bibliographies graded 87% or higher will be placed on the course website. Also, Part IV (reflection on the research process) will not be included with the bibliographies placed online.
B. A CRITIQUE OF THE ALAMO will constitute 20% of the course grade.

1. There is a round-table discussion of the film The Alamo scheduled for Mon., Apr. 16. A round-table discussion means a discussion in which all are equally “at the table.”
2. In order to participate, you not only need to view the film (which will be shown in class), you also need to read James Crisp’s Sleuthing the Alamo and, using the book, write an essay engaging the film as a re-presentation of history.
3. The essay should be 5-7 pp., typed double spaced, with a header containing your name, the due date, your e-address, and a title.
4. The essay should engage the film as a depiction for the public of a historical event. That is, your essay should critically assess the film in relation to its interpretation of the siege of the Alamo in 1836 in its historical context. Put another way, if the film was all that a person knew about the Alamo, how well-informed historically would that person be?
5. Quotations from the film and the book should be footnoted per Chicago Style (see Rampolla).
6. The essay is due via the My NWC drop box for the assignment at the beginning of class, Apr. 16.
7. The most important factors for evaluating each essay include how well does/is the essay
   - meet all the formal specifications for the assignment?
   - written, i.e., manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion?
   - make an effective historical argument, i.e., manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in all the relevant research materials, particularly primary sources, and addresses substantively some of the historical significance of the topic?
   - insightfully informed, as relevant, by the “three Ws” (What happened? What was it like? Why does it matter?) and the “five Cs” (change, context, causality, contingency, complexity) in narration, analysis, and interpretation?

C. AN ESSAY ON BEING A CHRISTIAN HISTORIAN will constitute 20% of the course grade.

1. There is a round-table discussion about Being a Christian Historian scheduled for Fri., Apr. 27. A round-table discussion means a discussion in which all are equally “at the table.”
2. In order to participate, you not only need to read the articles by Anderson and Kugler and the book by Fea, you also need to write an essay stating where you find yourself in regards to being a Christian Historian.
3. The essay should be 5-7 pp., typed double spaced, with a header containing your name, the due date, your e-address, and a title.
4. The essay should be a critical yet personal statement on being a Christian historian. That is, your essay should discuss where you find yourself in regard to what it means to be a historian who also seeks to faithfully reflect Christian commitments and perspectives on the past in their practice as a historian.
5. It is assumed that your discussion will be heavily informed by the ideas of Anderson, Kugler, and/or Fea, whether or not you agree with them.
6. Quotations should be footnoted per Chicago Style (see Rampolla).
7. The essay is due via the My NWC drop box for the assignment at the beginning of class, Apr. 27.
8. The most important factors for evaluating each report include how well does/is the report:
   - meet all the formal specifications for the assignment?
   - written, i.e., manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion?
   - make a theological/philosophical/confessional statement that substantively draws on the relevant reading while being authentically “of” the student (e.g., “in process”)?
   - insightfully informed, as relevant, by the “three Ws” (What happened? What was it like? Why does it matter?) and the “five Cs” (change, context, causality, contingency, complexity)?

D. A REFLECTIVE REPORT will constitute 10% of the course grade.

1. You will need to write a reflective report on the dinner meeting with Dr. Winn (Apr. 2, Mon.).
2. The report should be 2-3 pp., typed double spaced, with a header containing your name, the due date, your e-address, and a title.
3. The report is due via the My NWC drop box for the assignment by 11:55 p.m. Apr. 4 (Wed.).
4. The report should accomplish two things:
   - summarize the important points raised by Dr. Winn and others in discussion.
   - reflect on one or more significant implication for being a historian that you take away from the discussion.

5. The most important factors for evaluating each essay include how well does/is the essay:
   - meet all the formal specifications for the assignment?
   - written, i.e., manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion?
   - make a thoughtful reflection that is insightfully informed, as relevant, by the “three Ws” (What happened? What was it like? Why does it matter?) and the “five Cs” (change, context, causality, contingency, complexity)?

E. PARTICIPATION will constitute 5% of the course grade.

1. Class participation is a portion of the grade based on the instructor’s estimation of the integrity of each student’s engagement with the course material and the classroom environment.
2. Normally, regular attendance and the handing in of completed assignments when due will be taken as at least adequate or sufficient for fulfilling this part of the course grade.
3. Factors that could give the instructor pause about a student for this portion of the grade include (but are not limited to):
   - frequent absences.
   - frequent lateness in attending class or excuses for the failure to complete assignments or to complete them when due.
• frequent in-class indications that could give the impression that a student has done little to no work with the assigned materials.
• persistent in-class demeanor or behavior that could give the impression that a student has little respect for themselves, others, and/or the task(s) at hand.

4. When appropriate, the instructor is prepared to be flexible with occasional student scheduling problems, but the instructor must be consulted. “Exceptions” are not an entitlement.

COURSE MISCELLANY:

1. Late Written Assignments

1. All assignments are due as stated in the syllabus or announced in class.
2. Extensions due to illness, approved field trips, regularly scheduled games or performances, or other reasons outside the control of the student can be made, but it is up to the student to petition the instructor for such legitimate extensions.
3. Written assignments: If a written assignment is handed in late up to a week after it was due and without a legitimate extension, it will normally receive a penalty of at least one full grade down from whatever score the work merits apart from the penalty. If the assignment is over a week late and without a legitimate extension, it will not be accepted.

2. Academic Honesty

1. It is expected that all reading and written work done in and for the course will be done with integrity. That is, reading and writing as assigned is to be done with honest single-mindedness by each student, without undue reliance on others to do the work and without deceit about the work’s timeliness, authorship, and sources. Integrity of this sort is not easy or convenient; it does not provide shortcuts or guarantee “As.” Yet it is the best path to growth in wisdom, and wisdom is the fruit of education most to be savored.
2. Academic dishonesty includes cheating and plagiarism, as defined in the Student and Faculty Handbooks.
3. Cheating in quizzes, plagiarizing in papers, and other forms of academic dishonesty, will, when duly determined, lead to a “0” score for the assignment involved and the filing of a report with the Office of the Provost, per the Student and Faculty Handbooks.

3. Grading

1. We the faculty of the History Department do not believe that “grade inflation” is good for you. Jesus admonishes us to “Let your word be ‘Yes, Yes’ or ‘No, No’” (Mt. 5:37); in other words, let grades have integrity as indicators of knowledge and/or competence for a given assignment or course.
2. Therefore, an A=excellent or outstanding work; B=good work (more than adequate but not excellent); C=sufficient work (the assignment or the course’s requirements have been met, but not with any remarkable quality); D=insufficient work (does not fully meet the assignment); F=failing work.
3. Grades for assignments and for the course as a whole are based on a 100% scale, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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4. Within the 100% scale for letter grades, + and - will be given on the following scale (exceptions: no A+ or F + or F-):

+ = x7-x9  - = x0-x2
5. *Remember*--grades are NOT a measure of your personal worth; that is already established by God! Grades are measures of the quality of your work for a given assignment and/or course--nothing more and nothing less.

4. Further Help

- You should be able to handle this course with sufficient time and attention. After all, other students have. However, if you run into problems, DON'T HESITATE TO ASK FOR HELP: me, my student assistant, folks in the Writing Center.
- In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, NWC will provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider (John Menning; john.menning@nwciowa.edu) to discuss their individual needs and accommodations.
HISTORY PAPER EVALUATION
Formal & substantive elements
(Note: NA in boxes below means the element is not applicable to this assignment)

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>COURSE:</th>
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<tr>
<th></th>
<th>Meets</th>
<th>Partial</th>
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<tr>
<td><strong>FORMAL ELEMENTS</strong></td>
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<tr>
<td>Your paper meets all the <strong>formal specifications</strong> for the assignment, e.g., typing, header/title page information and form, length, quotation form, notation form, bibliography (if specified), etc.</td>
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<td>Your paper <strong>addresses all the assignment</strong> with due balance to all aspects.</td>
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<tr>
<th></th>
<th>Excellent</th>
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<th>Adequate</th>
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<tr>
<td><strong>SUBSTANTIVE ELEMENTS</strong></td>
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<td>Your paper is <strong>well written</strong>; that is, it manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion.</td>
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<td>Your paper makes an <strong>effective historical argument</strong>; that is, it manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in a) all the relevant assigned course materials or b) researched materials.</td>
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<td>Your paper is insightfully informed, as relevant, by the <strong>three Ws</strong>” (What happened? What was it like? Why does it matter?) and the <strong>five Cs</strong>” (change, context, causality, contingency, complexity) in narration, analysis, and interpretation.</td>
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<td>Your paper shows <strong>thorough, diligent research</strong> relevant to your topic and consistent with the limits of the assignment and the time allowed.</td>
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**ADDITIONAL COMMENTS:**