

## Historical Thinking & Methods

### History 290.01

Fall 2023

Meeting Room: t.b.a.

Meeting Times: 3:00-4:15 M, W

[Course Webpage](#)

Updated: 18 August 2023

**L. M. Stallbaumer-Beishline, Ph.D.**

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[Stallbaumer's Webpages](#)

[BRIGHTSPACE](#)

[Commonwealth U-Andruss Library](#)

#### Email Etiquette:

- always include the topic of your email in the memo line
- never send an assignment by email unless specifically instructed to do so
- never assume that I read my email more than once a day, or that I will respond immediately
- to receive a timely response to your questions, you should call or see me during my drop-in hours
- the lack of planning on your part does not constitute an emergency on my part

Most communication with students occurs through your huskies.bloomu.edu account and BRIGHTSPACE → Announcements

#### Student Drop-In Hours

- Mondays: 1:30-2:45 PM & after class
- Tuesdays: 2:00-3:15 PM
- Wednesdays: 1:30-2:45 PM & after class
- Thursdays: 2:00-3:15 PM

Students are welcome to drop-in during these hours or you can schedule through [CU Succeed \(formerly Husky Success\)](#). If a student has scheduled a time, then they will be given preference.

Bi-weekly, standard meetings are expected for each student. I have created a calendar in CU Succeed where students will select a time and date, and that will be our standard time for meeting.

**Learning and teaching is a responsibility shared by the professor and the students.** I see myself as a coach who shares expert knowledge, provides a stimulating learning environment, identifies learning goals and explains how they will be accomplished, helps you accomplish these goals, and provides timely feedback so you can improve. Your responsibility as the learner is to always be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allows you to recall lessons and apply to real life situations years into the future.

**My promise:** If you fulfill your responsibilities as a learner, you will achieve several learning goals that will give you enviable career-ready skills. These skills include the ability to read critically, write effectively and persuasively, make ethical choices, be aware of one's own biases and working assumptions, and develop and complete a project. These skills can be achieved when you engage in the practice of

history, a discipline that places value on interpreting the past in its context and recognizes that there are multiple interpretations of the past, though some are more plausible because of the adoption of "sound method and analysis."<sup>1</sup>

Students will be able....	The Teaching and Learning Activities to accomplish the goals:
To research and compose a literature review, a.k.a. historiographical essay, that demonstrates an ability to recognize patterns of interpretation, analyzes their effectiveness, and identifies new directions for research.	<ul style="list-style-type: none"> <li>→ Through the completion of library videos, writing exercises, practice mini-historiography essay, discussion with faculty and</li> <li>→ classmates, completion of progress reports, completion of Primary Source Collection Creator Project, and become or continue to be an "actual reader" of secondary sources.</li> </ul>
To recognize effective writing strategies and evaluate how historians use evidence to advance an interpretation of the past.	<ul style="list-style-type: none"> <li>→ Practice evaluating secondary sources on a mini-historiography project, peer review, and hone those skills on your own project.</li> <li>→</li> </ul>
To know the standards of the historical profession and recognize if historians abide by those standards.	<ul style="list-style-type: none"> <li>→ Acquire knowledge through readings and lecture and test that knowledge in an exam that is objective and persuasive essay.</li> <li>→</li> </ul>
To account for why some historical arguments are more convincing than others.	<ul style="list-style-type: none"> <li>→ Practice evaluating secondary sources on a mini-historiography project and hone those skills on your own project.</li> <li>→</li> </ul>
To recognize how historians' points of view, biases, or working assumptions shape their interpretation of the past.	<ul style="list-style-type: none"> <li>→ Determine points of view by investigating historians' qualifications, learning to hear "voice" in secondary sources, and</li> <li>→ practice evaluating secondary sources on a mini-historiography project and hone those skills on your own project.</li> </ul>
To explain how the historical profession has become professionalized and how that influences historiography.	<ul style="list-style-type: none"> <li>→ Evaluate interpretations presented through lecture and assigned readings to arrive at your own conclusion in a persuasive essay.</li> <li>→</li> </ul>

<sup>1</sup> Statement of Standards of Professional Conduct (updated 2019), <https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-standards-of-professional-conduct> accessed on 19 August 2021.

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To determine if the historical profession has become fragmented and broken or diverse and rich.



Evaluate interpretations presented through lecture and assigned readings to arrive at your own conclusion in a persuasive essay.

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To develop the following skills: reading analytically, writing persuasive historical essays, editing written work, locating primary and secondary sources, building bibliographies, that represent the range of interpretations on a historical topic over time.



Completion of videos, reflecting upon writing practice, writing exercises in class, and peer review of written work; discuss secondary sources to learn how to evaluate; complete library videos on library database searching; conduct your own searches on relevant databases informed by the videos and consultation with instructor and library staff.

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**Are the rumors true that this course will destroy my grade point average and suck the life right out of me? Frankly, only if you let it. Qualities of an effective and successful learner:**

- Be organized, self-motivated, and self-disciplined.
- Make productive use of your time on a daily basis (see the History Major Study Cycle for a way to create daily structure).
- Be curious and willing to ask questions for clarity.
- Question or interrogate the monographs and journal articles that you will read (a.k.a. secondary sources).
- Have clearly defined goals when you read.
- Be an "actual reader," who continuously monitors the meanings being constructed in writing, not a "mock reader," who is "taken in by rhetorical devices . . . and crafted prose."
- Be an effective note maker who organizes their thoughts not only to acquire factual knowledge from the readings but also to evaluate and question the authors.
- Complete assignments without cramming to ensure genuine progress. You are self-delusional if you think that you "work best under pressure."
- Seek professor's help in a timely manner. Consult history faculty for their expert advice in a timely manner.
- Communicate! On the assumption that you are fulfilling your responsibilities as a student, I cannot know if you need help, if you do not come to me in a timely manner.
- Please ask questions if any instruction is ever unclear.
- Know the difference between a historical and historiographical essay and how the historiography essay and primary source collection project can help you define a goal for Research and Writing (History 390).
- Expect to work very hard; this is not an easy class, but you can do it. Many cohorts before you have succeeded!





## Required Texts and Videos

Turabian, Kate L., et al. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9<sup>th</sup> Edition. Chicago: University of Chicago Press, 2007, 2018.

Historical Methods & Thinking **Photocopy Packet** (available in University Store under my last name, Stallbaumer-Beishline)

### Short Video Lectures and Demonstrations

[Historical and Historiographical Essays Compared](#) (4:44)

About Primary Sources and Curating Collections for Historiography

[What is a Primary Source?](#) (3:13)

[Developing a Collection of Primary Sources](#) (4:00)

[Finding Magazines through Readers Guide to Periodical Literature, Part 1](#)(3:35)

[Finding Magazine Articles through Readers Guide to Periodical Literature, Part 2](#) (5:53)

[Finding Magazines for primary sources at Bloomsburg University](#) (2:18)

### Library Research Databases: Why Scholarly? AHL, JStor

[Building a Bibliography: An Introduction](#) (2:41)

[Building a Bibliography: Scholarly Books](#) (6:08)

[Building a Bibliography: Scholarly Journal Articles](#) (5:53)

[Building a Bibliography: Tips from a Pro](#) (3:08)

[What is a Boolean?](#) (3:24)

[What is a Truncation and Wildcard Settings?](#) (2:34)

[Finding Journal Articles: Defining features of Journal Articles](#) (3:21)

[Finding Journal Articles: About Databases](#) (7:22)

[Locating America History and Life \(AHL\) and Historical Abstracts \(HA\) at Andrus Library](#) (3:27)

[Searching AHL/HA with Subject Fields](#) (1:05)

[Searching AHL/HA by Keywords](#) (1:37)

[Search AHL/HA by Title](#) (1:42)

[Reading the Records from AHL/HA](#) (3:08)

[Placing Limits in AHL/HA](#) (5:09)

**Why not "cover" the video content in class?** Teaching database search skills can be accomplished as easily through a video, which you can review. The writing, citing, and quoting videos will save class time. I am always available for additional assistance if you have taken the time to study these.



[Subject Search Terms in AHL/HA compared to the Library of Congress](#) (2:53)  
[Explaining Booleans Truncations Wildcards in AHL and HA](#) (3:27)  
[Demonstrating Booleans Truncations Wildcards in AHL](#) (3:04)  
[Inter-Library Loans for Unavailable Articles or Books](#) (2:52)  
[Journal STORAGE: What is JSTOR? Introduction](#) (2:15)  
[Taking a Tour of JSTOR](#) (6:20)  
[Reading the Results in JSTOR](#) (4:48)

### Library Research Databases: Finding Monographs (a.k.a. Books)

[Finding Books: An Introduction](#) (6:49)  
[Finding the Book Library Catalogue at Commonwealth University Libraries](#) (2:59)  
[Finding Books at Commonwealth Libraries Library Catalogue](#) (9:04)  
[WorldCat: Finding the Database and Keywords](#) (1:21)  
[WorldCat: Using Limit Fields with Keyword Search](#) (6:56)  
[WorldCat: Reading the Record](#) (6:12)  
[WorldCat: Limiting Results on the Advanced Search Page](#) (2:15)  
[WorldCat: Subject Headings and Advanced Search Limits](#) (5:56)  
[WorldCat: Back Door into Subject Headings](#) (4:17)

### Historical Conventions in Writing, Citing Quoting

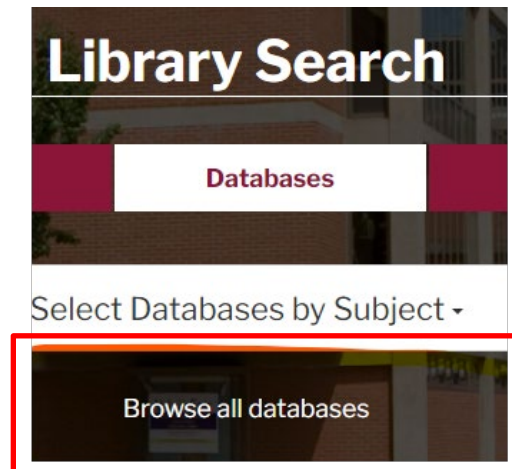
[Writing a Thesis](#) (4:43) Keeping it Lively  
[Writing Lively Sentences](#) (5:08) Keeping it Lively  
[Writing Paragraphs: A Definition](#) (1:59)  
[Writing Paragraphs: Unity and Coherency](#) (1:49)  
[Writing Paragraphs: Segues](#) (1:26)  
[Writing Paragraphs: Proving Claims](#) (1:49)  
[Writing Paragraph: Concluding a Paragraph](#) (0:37)  
[Writing Paragraphs: Proofreading](#) (1:18)  
[Writing Paragraph: Diagnosing Problems](#) (3:23)  
[Citing Sources](#) (2:45)  
[Quotations: When and How](#) (4:31)  
[Quotations: Framing](#) (1:44)  
[Epistemology and Writing Conventions](#) (1:27)  
[Writing Conventions: Avoid First Person](#) (1:56)  
[Writing Conventions: Personal Pronouns](#) (0:40)  
[Writing Conventions: Past Tense](#) (1:26)  
[Writing Conventions: Avoid Vernacular](#) (2:36)  
[Writing Conventions: Sweeping Generalizations](#) (0:49)  
[Writing Conventions: Global Statements](#) (1:15)

Since I created these videos, Andrus Library has gone through two interface changes. Our most recent is Commonwealth Libraries.

Library Catalog = "BU Books and More"

WorldCat, AHL/HA, JStor are still found in Databases → Browse all Databases to get to A-Z listing.

At the time of releasing my syllabus, those videos



## Technology Requirements & Policies

- The most reliable internet browsers are Google Chrome and Mozilla Firefox. If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update internet browsers and other apps.
- High-speed internet (no dial up). Be aware that wireless connections can slow up streaming.
- You know how and can access all course materials from BRIGHTSPACE.
- **Use Microsoft Word** to upload all written work to BRIGHTSPACE or to me (i.e. file extension is a .doc or .docx).
- Every student has access to **Office 365** through the University – Even Mac users!

### Device Policy and Digital Reading



- **Put your cell phone** in silent mode upon beginning class and squirrel it away somewhere so you won't be tempted to check your phone. Leaving class to answer your phone or text a message is an inappropriate use of class time. The only reason to step out of class to answer the phone is if you are a medical person or volunteer fire-fighter on-call.
  - If you bring a laptop, please have a G-rated screen saver.
  - Research shows that using a device in class not only distracts you, but also the people around you. If you must have a laptop or tablet to facilitate your learning in this course, close all apps and alerts, so you and others will not be distracted. Distractions are not conducive to learning. Even when our phones buzz in silent mode, some individuals are distracted.
  - Accessing reading material through BRIGHTSPACE is an appropriate use of a device, however, research shows that most students read more effectively when they read from hard copy. Why? When we read digital sources, we often follow a pattern to create shortcuts to the information. The reading that you will complete for this course "is ultimately an encounter between [you] and another mind [the author of the text or document]" and making shortcuts undermines your engagement.
  - If you read digitally, you need to develop a note-making system that deepens your learning.
  - There will be times when I will simply tell you to close your laptop unless you have an accommodation.

**Consequences?** You may be asked to leave the class if you are found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.



### Assignments to Assess Students' Learning Outcomes

- Deadlines are listed in the course [calendar](#)
- Details for several assignments are found in three locations: (1) the Historical Thinking & Methods Photocopy Packet, (2) Brightspace, and (3) and as link to my website.



### Discussion & Participation (2 points on each occasion, approximately 20 points)

- **Goal of the assignment:** engaging with classmates and the instructor help you think through the content of the course.

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- **How to prepare for discussion of Browning, Breitman, and Friedlander?**
  - Be familiar with the author's expertise, point of view, working assumptions.
  - Locate the thesis/theses, where the historical problem is explained and/or historical questions are raised.
  - Recognize where historiography is hinted at or openly addressed.
  - Explain how the author uses evidence, which can be found in his use of primary and secondary sources and factual details, to support his interpretation.
  - Evaluate the quality of the evidence being used to support the author's interpretation (for example, how would a contemporary speech or order compare to post-war testimony in terms of reliability given the historical question(s) being posed by the author?).
  - Make notes according to the guidelines outlined in the Historiographic Essay Manual and bring to class.
- **Study Guides available for most other readings.**
- **How to prepare for participation?**
  - Engage in learning activities.
  - Answer and raise questions.
- **How is discussion graded?**
  - Full two points if you make contributions informed by readings. 1.5 points earned if you attend but do not participate. Two lowest grades are dropped which will include unexcused absences. If you have a prolonged absence, your makeup will require you to submit written answers to the questions posed in the calendar for that day. The responses must be supported with evidence from the readings.
  - Stuff Happens: your lowest grade is dropped, which include absences (excused or unexcused).



#### **Mini-Historiographic Essay** (30 points)

- **Goal of assignment:** to practice the reading and writing stages of a historiographic essay in microcosm in preparation for your semester project; facilitates the identification of your strengths and weaknesses to read critically and write effectively.
- Details are located in the link here, Brightspace, and photocopy packet.

#### **History of Historical Writing In-Class Exam** (40 points; point value tentative)

- **Goal of assignment:** to demonstrate an understanding of the history of historical writing and the standards and practices of the historical profession, which subsequently establishes the context to understand all historiography.
- Objective and essay format that assesses your comprehension of the development of professional history to be completed in class.
- Sources for exam materials include lectures and reading assignments that are discussed in class.

#### **Questions that may appear on the final and require paragraphs- or essay-length responses:**

1. What is the purpose, if any, to studying and writing history?
2. What does objectivity mean in the context of historical studies?
3. In what ways, if any, can history be dangerous?
4. What does it mean to practice history?
5. How does one practice (or do) history?
6. How did historical studies become professionalized in Europe and the United States?
7. What defining features separate professional from amateur history?

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8. What are the standards of the historical profession?
9. Has the historical profession become fragmented and broken or diverse and rich?
10. What have you discovered about your writing practice and what it means to "do history"?

**Assignments to develop and improve library database search skills & history writing skills:**

### Study Library Research Databases

- **Goal:** to develop your skills at searching for monographs and journal articles.
- Each video ranges in time length from 1 to 7 minutes. Listed above in Required Texts and Videos.
- **Please understand:** I urge you to seek my assistance with conducting bibliographic searching. The videos, in combination with consulting me, reinforce the lessons and improve your search skills. Study the videos, practice searching, then seeking out help will make the skills more memorable.

### Library Research Quiz (10 points; point value is tentative)

- **Goals of Assignment:** to test your understanding for using the Library Database to search for monographs and journal articles.
- Timed quiz to be completed on **BRIGHTSPACE → Quizzes**.
- Two opportunities to take the quiz to earn a passing grade; highest score recorded; missed quiz is the same as a zero.

### Study WRITING, CITING, QUOTING Videos

- **Goal of videos:** to develop your understanding of writing skills.
- Videos are listed above; also grouped in BRIGHTSPACE Content and my webpages.
- All videos are YouTube
- Completed outside of class in order to improve your writing skills and acquire knowledge on conventions in historical writing.
- By the way, simply viewing the videos does not ensure learning. So, study, do not simply watch them.
- Range in time from 30 seconds to approximately five minutes.

### Historical Writing Quiz (10 points; point value is tentative)

- **Goals of assignment:** to encourage you to complete the videos and videos on historical writing; to test your understanding; to identify areas in which you struggle so that you can discuss these with me.
- Timed quiz to be completed on **BRIGHTSPACE → Quizzes**.
- Test your ability to recognize conventions in historical writing.
- Two opportunities to take the quiz to earn a passing grade; highest score recorded; missed quiz is the same as a zero.

### In Class Quizzes on Correct Bibliographic and Footnote Citations. (0-5 points each; total determined at the end of the semester)

- **Goals of the assignment:** to encourage you to study Turabian's citation methods; to pay attention to the details of punctuation, capitalization, etc.; to make the citation methods so familiar that you can rely on your memory to record accurately your bibliography and footnotes.
- **In class** pop quizzes on correctly citing bibliographic and footnote entries; these could begin after the first four weeks of the semester.

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- You will be quizzed on your ability to record accurately the most common types of citations found in a historiographic essay.
- You will be allowed to drop your two lowest grades or missed quizzes; no make-ups for the quiz even if the absence is excused.

### Assignments that help fulfill the completion of your historiography project:

#### Bi-Weekly Individual Consultations with Professor

- Experience has taught me that meeting individually with students about their projects on a regular basis is crucial to success.
- We will set a standard date and time to meet bi-weekly about your project.
- The consultations are limited to 30 minutes (but we can meet longer if we do not inconvenience the next person).
- You can decide to meet in person or by Zoom when you schedule through CU Succeed
  - In-person location: 251 Arts and Administration Bldg.
  - **Zoom Link:**  
<https://bloomu.zoom.us/j/197602557>  
 Meeting ID: 197 602 557  
 Dial by your location if you run into any audio-mic problems, computer problems  
 +1 301 715 8592 US (Germantown); +1 646 876 9923 US (New York)
- CU Succeed Email sent to you: "This link directs to schedule individual consultations for History 290: <https://bloomu.starfishsolutions.com/starfish-ops/dl/instructor/serviceCatalog.html?bookmark=connection/32651/schedule> [[bloomu.starfishsolutions.com](https://bloomu.starfishsolutions.com)], then select the **Individual Consult** option when you are asked what you need help with."
- The first consultation will focus on topic selection. After which, our consultations will focus on the stages of your historiography such as refining your topic, building your bibliography, writing process, etc. You bring your questions and concerns to the session.
- Don't meet empty handed. Bring your bibliography and research notes to these meetings, pen and paper, laptop if that's your thing.
- If you have a schedule conflict for one of our meetings, you can cancel and reschedule through CU Succeed.
- Failure to make any one of these consultations or failure to reschedule, results in an **automatic deduction of 5 points from your semester grade for each required consultation missed.**
- These are the required meetings; I urge you to see me more often.

#### The date range for our 7 Individual Consults

**Week 1:** 21 August-1 Sept

**Week 2:** 5 Sept-15 Sept

**Week 3:** 18 Sept-29 Sept

**Week 4:** 2 Oct-13 Oct

**Week 5:** 16 Oct-27 Oct

**Week 6:** 30 Oct-10 Nov

**Week 7:** 13 Nov-1 Dec (We will need to work around Thanksgiving break)

#### Primary Source Curator Project Parts 1 & 2 (15 points)

- **Goal of assignment:** To create a collection of documents that will define the focus of your historiography project and hopefully become the foundation of your project for Research and Writing, History 390. To reflect upon what you learned from the process.
- Part 1 is worth 5 points; Part 2 is worth 10 points.
- Details are located in the link here, Brightspace, and photocopy packet.

### **Working Bibliography** (10 points)

- **Goals of assignment:** to demonstrate an ability to locate an initial, relevant list of monographs and journal articles that you may study; to demonstrate an ability to search the following databases: BU Pilot, WorldCat, America History and Life (AHL) and/or Historical Abstracts (HA) (whether AHL and/or HA depends upon your subject).
- To reflect upon what you learned from the process.
- **Why “working”?** You will add to and subtract sources as your project becomes more refined.
- **The Link between Library Videos and this Assignment?** In order to search these databases effectively, you must make the time to have completed the Library Database Videos in advance of the Working Bibliography.
- Details are located in the link here, Brightspace, and photocopy packet.

### **Five Progress Reports** (5 points each report; 25 points total)

- **Goals of assignment:** to promote a dialogue between you and I about the progress that you are making on your historiography project
- To promote writing to learn and encourage pre-writing.
- Details are located in the link here, Brightspace, and photocopy packet.

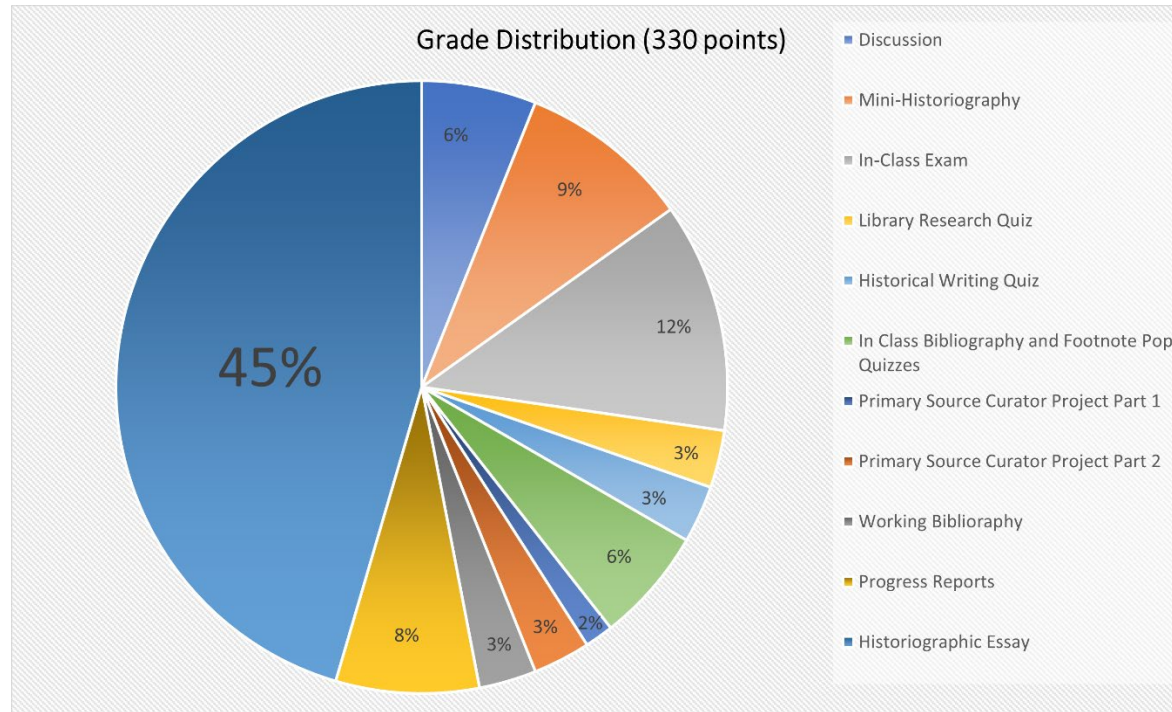
### **Historiographic Essay and Rubric** (150 points)

**Goal of assignment:** Identify patterns of interpretation, account for why the patterns exist, and evaluate the plausibility of the interpretations to identify new directions in research or unanswered valid historical questions.

- Approximately seven-ten pages in length that fulfills the requirements outlined in the Historiographic Essay Manual and Rubric.
- Details are located in the link here, Brightspace, and photocopy packet.

### **Grading Scale**

Grades are earned, not based on “effort”; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (but amount to about 330 points).



A letter grade will be based on the percentage of total points earned.

<b>A Range</b>	<b>B Range</b>	<b>C Range</b>	<b>D Range</b>	<b>F Range</b>
A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-93%	B 84-86%	C 74-76%	D 60-66%	
	B- 80-83%	C- 70-73%		

### Academic Policies

**Integrity, simply defined, is doing what is right even when no one is looking.  
Do not make a mockery of individual achievement.  
Take pride in your work and respect others' work.**

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### **Academic Integrity**

Academic dishonesty includes cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's: <https://www.bloomu.edu/prp-3512-academic-integrity-policy>

### **Artificial Intelligence, Chatbots and Academic Integrity**

- My policy on the use of AI is still evolving. Much like I cannot prevent a student from Googling to look for “inspiration” in their writing, students can also use Chat GPT, Google Bard, etc. If students are resorting to these web-based tools because they have not been engaged in their projects, course readings, discussion, missing class meetings, individual consultations, and lecture, or are desperately completing work in haste, **THEN** drawing upon AI is a violation of academic integrity. You are not engaged in the learning process, but simply trying to complete assignments to earn points.
- Be aware that the material generated by AI may be inaccurate, incomplete, and otherwise problematic (e.g. not addressing the assignment with the materials assigned).
- Most written work for the course lacks absolute right or wrong answers, and chatbots and googling do not handle ambiguity well.
- A grayer area in the use of AI: have you been trying to make sense of the content, and you are struggling? Do you have a learning disability and AI helps you organize your thoughts? In these cases, it makes more sense to consult the professor for additional support or visit WALES and seek help on writing, than using AI or Googling. But if you resort to AI or Googling, you must submit the chatbot text as a separate file with the assignment in Brightspace.
- The goal of the course is to get you to think deeply about the practice of history, develop and successfully complete a research project of your own choosing. If you do these things, then you will earn a passing grade. Having played with Chat GPT and Google Bard, the results of questions posed in the chats are inferior to the assigned materials. The chat is predictable, common, and not making effective, persuasive use of the assigned readings and lectures. Indeed, the vocabulary is atypical for most undergraduates.
- Every assignment submission requires that you upload to a Brightspace folder, which will generate a Turn-it-in similarity report. If you do not upload your assignments to Brightspace, you will not be given a grade or have your work returned. If I have a suspicious similarity report from Turn-it-in or other chatbot detectors, we will have conversation.

### **Student Code of Conduct**

<https://www.bloomu.edu/documents/student-code-conduct>

### **Student Disruptive Behavior Policy**

<https://www.bloomu.edu/prp-3881-student-disruptive-behavior-policy>

### **University Attendance Policy**

<https://www.bloomu.edu/prp-3506-class-attendance-policy>

### **Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies**

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- ✘ Regular in-person classroom attendance is expected.
- ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness.
- ✘ I will not be asking for documentation for excused absences. It creates a burden for students to get the documentation, and I hope that every student will behave honorably. Falsely representing your absence is a violation of academic integrity.
- ✘ There is no makeup for unexcused absences; examples include but not limited to court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations. In short, activities within your control that prompt you to choose to skip class.
- ✘ Students should have no expectation of remoting in.
- ✘ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting.**
- ✘ **Deadlines for written work.** You are required to turn in your assignments on time, unless you have an excused absence as defined in the policies above. Late work will only be accepted within 24 hours of the deadline. **You will only receive half credit of the grade that you would have earned for any late work.**
- ✘ If you have an accommodation for extended time, that request needs to be made for each assignment (not including quizzes and exams). We need to have reasonable deadlines or else you will quickly become overwhelmed by falling behind.
- ✘ You should always keep an electronic "mail trail" that indicates you have submitted your assignments to the BRIGHTSPACE Coursework → Assignment Submission Folder.
- ✘ You should always have backup copies of your files so you do not lose your work.

[Food Assistance](#), [Counseling and Human Development](#), [CU Succeed \(formerly Husky Success\)](#), which allows you to request help, are just three of the major ways the university can help students who struggle, pandemic or no pandemic.



## Seeking Academic Help!

### BU's Writing and Literacy Engagement Studio (WALES)

#### A message from BU's Writing and Literacy Engagement Studio (WALES) Support for Writing and Reading

The Writing and Literacy Engagement Studio (WALES), supports students' growth as writers and readers. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of research and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. Our diverse group of WALES Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers.



To make a WALES appointment, either come to BCH 206 or explore how to connect through the [WALES Website](#). You can also just drop into WALES and work with the first available consultant, often immediately.

### **University Learning Center (formerly Tutorial Services):**

If you feel you need extra help to improve your academic performance in this or any of your courses, please consider reaching out to the University Learning Center. The Learning Center offers peer tutoring, supplemental learning, and academic coaching at no charge to Bloomsburg University students. The ULC office is located in Warren Student Services Center, Room 119.

### **University Disability Services**

- Any students eligible for classroom accommodation should submit their paperwork through UDS. I receive your accommodation from UDS, but you must meet with me to discuss the details. For example, if you have the option for extended time, then we need to discuss the process.
- Our University provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the University Disability Services, please contact this office in the Warren Student Services Center as soon as possible to establish your eligibility.

**Library Assistance:** Librarians are a great source of help.

- **Kathryn (Katie) Yelinek** is the consultant for history students. She is a great resource with experience research and writing local histories. She is our government document specialist as well.
- **Robert Dunkelberger** is our University Archivist and President of the Columbia County Historical Society. He regularly writes about the history of our university and has local history publications.
- **Andruss Library's** faculty and staff can help in many ways. Our Librarians are trained to help you with your research, not do your research, and the Circulation Desk staff is available to help you locate materials in the library.
- **Tips for seeking the Librarians' assistance:** Take notes while they are helping you so you don't forget, and take your assignments with you in case they need to know what is being required.
- **Make inter-library loan requests** when Andruss does not have the materials. This is an excellent resource and free!

