

Mayville State University

Hist 400 Historiography, Class: 27890

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Thomas Harlow

Contact Information:

Office: Online only

Email: thomas.harlow@ndus.edu

Work phone: 701-662-1548

Hours of Availability:

Monday, Wednesday and Friday: By phone 11:00 AM – 12:00

Zoom or Teams by appointment only.

Instruction Mode: Online asynchronous.

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: No scheduled meeting times for this course.

Zoom or Teams Link: Links for meetings generated prior to scheduled time.

Course Materials and Technologies

Required

Maza, Sarah. *Thinking About History*. University of Chicago Press, 2017.

Additional readings will be required and will be posted in PDF format.

Recommended

None

Use of Artificial Intelligence in this Course

A few words about Artificial intelligence (AI) Language Learning Models (LLMs) such as ChatGPT, Gemini, Llama and DeepSeek: Generative AI is quickly becoming ubiquitous throughout the disciplines of academia. Consequently, rather than banning such applications, it will be acceptable for you to make limited use of this technology.

AI can be a valuable tool for augmenting human decision-making and critical thinking, but it is not a replacement. Writing is hard because it is integral to learning. LLM's are useful in helping us improve our writing and even to stimulate our thinking. However, they will never serve as a substitute for your own efforts. With that in mind, here are the acceptable parameters for their use for your section writing assignments and term papers in this course:

- AI may only be used for researching sources for your chosen topic.
- They may not be used for any portion of the writing process.
- Be aware that the sources presented by these programs may be inaccurate, incomplete, or otherwise problematic. AI has even generated source lists that do not exist. Also, do not

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assume that an AI search is even generating the most authoritative sources for your research. For example, Wikipedia is not considered a reliable source.

- You are responsible for validating any statements, sources, or citations they generate.

One final note: I have extensive experience working with LLMs. If you are using these models for your writing, I will be able to recognize it. You must directly engage the assigned material to receive credit for your writing assignments and term papers. By that, I mean you are required to use direct quotes from your source material to support your arguments. Inappropriate AI use will face the same penalty as any other type of plagiarism.

Course Description

A detailed and analytical examination of the evolution of the study of history through time. Special emphasis is given to representative works of major historians.

Pre-/Co-requisites: Junior Standing.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Composite Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

1. Students are expected to gain a general knowledge of the development of history as a discipline and an appreciation of the broad philosophical background of historical schools.
2. Students will learn the ways in which all historical questions, research, writing, and judgments, are themselves the products of history. History involves interpretation and historians often disagree.
3. Students should acquire a basis for understanding (rather than resolving) persistent issues, debates, and current trends in the discipline.
4. Writing assignments ask students to critically analyze the readings and reflect upon how we "do" history.

Standards Alignment (Composite Social Science Education Program Approval Standards-ND ESPB):

- 15035.1 In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).

Course Expectations

Integrity is a Mayville State core value and there is an expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This course is designed as a reading/writing course and dishonesty on written work is regarded as a serious offense and is subject to disciplinary action by the instructor, which could lead to failure in the class. In writing assignments,

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a common form of academic dishonesty is plagiarism. Plagiarism is the intentional or unintentional use of someone else's work as your own, without citing it as a reference.

Blackboard

I attempt to email students directly when posting updates to Blackboard. However, students are responsible for checking Blackboard regularly for updates to assignments and grading.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University e-mail address. This is the official form of communication for this course.

Assignments and Assessments

The assessments for this course consist of weekly writing assignments, submission of a midterm annotated bibliography, and a final historiographical research paper.

Writing assignment requirements will be posted weekly. These will alternate between a chapter of the assigned text, *Thinking About History*, and readings posted by the instructor. Students will post as a discussion and analysis of the assignment.

The midterm annotated bibliography will serve as the basis for the student's final paper. Possible topic choices will be provided by the instructor. This assignment will be posted as a Word document. Specific formatting requirements will be listed with the assignment on Blackboard.

The student's final research paper will examine the evolution of the historiography of a specific subdiscipline of history, or alternatively, explore competing and/or disparate historiographical perspectives of a particular historical topic. This assignment will be posted as a Word document. Specific formatting requirements will be listed with the assignment on Blackboard.

Please note that I will be providing a substantial (though certainly not a complete) list of some of the most important subdisciplines of historical research. We will be spending a great deal of time discussing some of these in our course. Students are welcome to choose from a topic related to their interests or current scholarship.

Finally, some students may be planning to take Hist 480 History Comprehensive in the future. I will gladly work with you so that this historiographical research is tailored to that future project.

Evaluation and Grading

Grading Policies

Assignments will be graded within one week of their specified due date.

Late Policy

The due date for all assignments will be Saturday, 11:00 PM CT for their respective weeks. Be sure to review the due date for each assignment on Blackboard.

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While I may be willing to accept late work, falling behind in this course may severely impact success in this course. Anyone seeking an extension on any submission must contact me first.

Grading Scale

A=100-90%, B=89-80%, C=79-70%, D=69-60%, F=59-0%

Breakdown of Grades

Weekly assignments: 14 assignments @10pts:	140 pts
Midterm annotated bibliography:	100 pts
Final research paper:	<u>200 pts</u>
Total:	440 pts

Grading Rubric for Writing Assignment (This rubric is applied to all written work in this course)

A quality work:

The central positions are well developed and articulated with great detail. Exhibited throughout the paper is a precision of purpose. The evidence used shows critical, careful thought and analysis of the source material.

B quality work:

The central positions and precision of purpose are generally evident in the assignment, but not 100% crystal clear. The verification used shows a high level of critical, careful thought and analysis of the source material, but there is more room for details.

C quality work:

The central positions and precision of purpose are vague and lack detail. The evidence used shows a mediocre level of critical, careful thought and analysis of the source material, and there is significantly more room for details.

D quality work:

The central positions and precisions of purpose are vague and difficult to find. The evidence used shows little to no critical, careful thought, and the analysis of the source material is poor. There is profoundly more room for detail.

F quality work:

The work fails to have any precision of purpose, no evidence used, no critical thought, and a massive amount of detail is missing.

Attendance/Participation Policies

This course is online and asynchronous. You are required to get the assignments done by their posted due dates. Late work is accepted only at the discretion of the instructor.

Enrollment Verification

The student introductions and textbook Introduction chapter assignment will be used for verification of enrollment.

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Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Due Dates & Times

- Week 1: Student introduction discussion posts and *Thinking About History* Introduction posts
- Week 2: Discussion posts (instructor posted material)
- Week 3: Discussion posts: *Thinking About History*, Chapter 1: The History of Whom?
- Week 4: Discussion posts (instructor posted material)
- Week 5: Discussion posts: *Thinking About History*, Chapter 2: The History of Where?
- Week 6: Discussion posts (instructor posted material)
- Week 7: Discussion posts: *Thinking About History*, Chapter 3: The History of What?
- Week 8: Annotated Bibliography due
- Week 9: Discussion posts (instructor posted material)
- Week 10: Discussion posts: *Thinking About History*, Chapter 4: How is History Produced?
- Week 11: Discussion posts (instructor posted material)
- Week 12: Discussion posts: *Thinking About History*, Chapter 5: Causes or Meanings?

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- Week 13: Discussion posts (instructor posted material)
- **An assignment will be due for Thanksgiving weekend. Be sure to plan accordingly.**
- Week 14: Discussion posts: *Thinking About History*, Chapter 6: Facts or Causes or Meanings? and Conclusion.
- Week 16: Historiography Research Paper Due
- Course Timeline and Schedule are subject to change. Note: I may be open to not requiring an assignment over Thanksgiving break. However, that would result in an assignment due Week 15, and only allow one week dedicated strictly to your research papers. Let us all discuss this as the semester proceeds and perhaps find consensus. Regardless, the final scheduling decision resides with me.