

HS 100.07T: Encountering the Past

Fall 2022

Class: MWF 9-9:50a

Enrichment Hour: M 2-2:50p

Location: Humanities 322B

Professor Andrew Ross

Department of History

Humanities Center 311

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Office Hours (Available in-person or via Zoom):

Drop-in or [make an appointment](#): Mondays 3:00p-4:00p and Wednesdays 2:00p-4:00p

[By appointment only](#): Tuesdays 1:30p-3:00p and Fridays 1:00p-2:00p

[E-mail me for an appointment](#) if you cannot attend office hours during these times

Course Information

Description: Rather than approaching history as a list of dates, names, and historical events, this introductory course instead explores how historians define and practice their craft, approach key themes in their scholarship, and deploy a vast array of evidence in support of historical interpretations. In other words, we will study how historians make their histories. In doing so, we will approach the discipline as a contested landscape full of debate and conflict where ideas do battle.

We will accomplish these tasks by using a single historical event: The French Revolution (1789-1815). The French Revolution remains a complicated event that historians continue to fight over and that holds lessons for us today. An absolute monarchy was overthrown. An effort at democracy descended into terror. Women made new claims to citizenship. Enslaved people in Haiti overthrew their masters and founded an independent state. A European empire emerged that brought new hierarchies and the rule of law to other countries at the same time. The French Revolution thus proves an apt event with which to explore how historians debate and understand the past because the French Revolution offers no pat answers to the questions it raises: How should we organize our politics? Why have democracies struggled to ensure equity, especially for women and people of color? How is the law used to perpetuate inequality? By exploring how historians have debated the meaning of the French Revolution we will, turn, debate some of the most important questions facing us today.

Objectives: By the end of the semester, students in HS 101 will be able to:

1. Understand the discipline of history and recognize the provisional nature of historical knowledge
2. Generate arguments and interpretations that address historical questions in writing and orally
3. Assess primary and secondary sources and situate them in their proper context

4. See the connections between the study of history and engaged/active citizenship
5. Understand the significance of the French Revolution

Required Texts: We will be using the website [Liberté, Égalité, Fraternité: Exploring the French Revolution](#) for the majority of the course. Additional readings will be available via Moodle.

Format: This course will be a mix of group activities, lectures, and discussion.

Course Requirements:

1. **Engagement (15%):** Actively engaging with course material is the best way to ensure your success and learning in the course. Engagement is not simply equivalent to participation, but rather involves a broader effort to accomplish the goals of the course. Engagement will come in a number of forms (Course objectives 1-5):
 - a. **Preparation:** Prior to almost every class meeting you will have some combination of material to read, listen to, or watch. Sometimes you will have a worksheet to complete as well. You can demonstrate good preparation by coming to class or office hours with good notes, questions, comments, and/or completed worksheets on the material. This material will come primarily in three forms:
 - i. **Readings:** Readings will be drawn primarily from the website [Liberté, Égalité, Fraternité](#) (the slogan of the French Revolution). This online textbook contains both secondary and primary source readings. Secondary sources are written by historians about the past; primary source are materials that were written in the past.

We will also have readings drawn from newspapers, academic journals, and other websites. Links or file attachments containing this material will be available on Moodle.
 - ii. **Video/Audio:** Sometimes in addition to or in lieu of your readings, you will either watch or listen to some audio-visual material. These have been chosen to vary and deepen your engagement with history and the course material. As with a regular lecture and your readings, you should take notes on the videos and podcasts
 - iii. **Other Preparation:** Throughout the semester, about once a week, I will provide some other work for you to complete prior to your class session. Most often, this will be a worksheet for you to fill out to guide your notetaking as you read, watch, or listen to course material so to guide you to what is and is not significant. You should have these worksheets with you in class (either printed out or digitally) so that you can refer to them during class. I will not collect these, but you may turn them in as evidence of preparation if you miss class.

- b. Participation:** Active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms:

 - i. Attending class regularly
 - ii. Asking questions in class
 - iii. Coming to office hours
 - iv. Contributing to a discussion
 - v. Completing tasks in small groups
 - vi. Taking good notes during lectures and on your readings and other materials
 - vii. Being respectful of class time and of different opinions
 - viii. Actively participating in the class discussion board beyond those required
 - ix. E-mailing me your questions or concerns about the course
 - x. Following Covid-19 and other health guidelines
 - xi. Regularly attending and participating in enrichment sessions
 - xii. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments
- 2. Discussion Board (10%):** Prior to some discussions, I will ask you to respond to a reading via the discussion board feature on Moodle. These responses should be quick and informal and will be graded on a high pass (100), pass (85), low pass (70) or fail (50/0) scale. You should participate at least five times over the course of the semester (**out of eight opportunities**). (Course objectives 2-4)
- 3. Writing Assignments (55%):** We will complete four writing assignments that address the complexities of history and its relationship to the present, as well as our case study of the French Revolution. These assignments get progressively more complex over the course of the semester.

 - a. "What is History?" Paragraph (10%):** Your first assignment is a single paragraph defining history. The purpose of this assignment is to both to develop an understanding of the discipline and to practice writing a strong, clear paragraph (Course objectives 1-2)
 - b. French Revolution Historiography Analysis: (10%)** As an introduction to the French Revolution, you will analyze a single article from *The Journal of Social History*. The final outcome will be a 1-2 page outline of the historiography (a historical debate) of a single theme regarding the French Revolution. This assignment introduces the concept of historiography, ensures you practice reading secondary sources, and begins developing some knowledge about the French Revolution (Course objectives 1-3 and 5).
 - c. Primary Source Analysis (15%):** Your third writing assignment will be a 2-3 page analysis of a primary source of your choice from *Liberté, Égalité, Fraternité*. The purpose of this analysis is to practice situating a text from the past in its historical

context. You will therefore situate your chosen primary source in light of selected secondary sources (Course objectives 2-3).

- d. *Lessons of the French Revolution Paper* (20%): Your final writing assignment is a 3-4 page paper making the case for what people in the present can learn from the French Revolution. This paper brings together the other assignments and asks you to provide your own interpretation of history by bringing together secondary and primary sources (Course objectives 1-5).
4. **Final Exam (20%)**: We will conclude the course with an open-book, take-home essay exam on the French Revolution. Questions posed will be designed by the class. The goal of the exam is not to test memorization of facts, but rather your ability to interpret our historical example (Course objectives 2-3 and 5).

Grade Scale:

100-93%	A
92-90%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59 and Below	F

Note: Final grades will be “rounded” to the nearest grade (i.e. a 92.5 becomes an A).

Course Policies:

The Syllabus: The syllabus contains official course policies and schedule. I reserve the right to make changes to the syllabus. Such changes will be announced in advance via e-mail and in class.

Attendance: Attendance is a requirement of the course. It is necessary not only for your engagement grade, but for your success more generally. That said, in the context of the ongoing pandemic, it is important for us to also prioritize our health. ***DO NOT attend class if you are sick.*** Please continue completing work assigned, get notes from a classmate, and see me in virtual office hours while you are out. Please be sure to be assessed by the Health Center if you believe you will need to be out for a longer period of time and keep me apprised as well.

Contacting Me: I welcome you to contact me when you need help or have questions or concerns. My contact information is listed at the top of the syllabus and on Moodle. The best way to get in touch with me is through e-mail (aross1@loyola.edu). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails midday on weekdays and on Sunday (I do not respond to non-emergency e-mails on Saturdays). If you have not heard back from me within one business day, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns.

Office Hours: Office hours are for individual meetings about the course. We can review material, talk about assignments, go over drafts, or discuss any other concerns you may have. One of the best ways of showcasing engagement is to come to office hours.

Office hours are listed at the top of the syllabus. I will be holding office hours this semester in-person and over Zoom. Zoom meetings are by appointment only; walk-in office hours (first-come-first-serve) are available in-person according to the schedule above. If you cannot make my regular office hours, please [e-mail me for an alternative appointment day and time](#).

Submission of Written Work: All written work and homework will be submitted on Moodle.

Late Assignments: With the exception of the final exam, feel free to discuss with me any difficulties you are having with your written work prior to the deadline. After we touch base, an extension on an assignment may be in order and will be granted without a penalty. In other words, *an extension on most assignments will be granted if you speak with me prior to the deadline*. Late discussion posts will not be accepted because you do not need to complete all of them in order to receive full credit for the assignment.

Revision of Written Work: You may, after consulting with me, elect to revise and resubmit one written assignment over the course of the semester. The revised assignment will be graded as if it were the original assignment. Deadlines for revision will be set during our chat.

Classroom Environment: As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

Academic Integrity: All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions in accordance with the University Honor Code.

In this course, instances of academic dishonesty may result in penalties up to and including failing the course and referral to the Honor Council.

Loyola Resources and Policies:

Covid Safety: All class members will abide by university safety guidelines established for the semester, which may be modified as circumstances change. For the protection of yourself and others, you may wish to wear a face covering or maintain distance between oneself and others. Please **DO NOT** attend class if you are sick. I have flexible attendance policies, and we can make adjustment as needed on a case-by-case basis.

Speakers of Multiple Languages: If you are a speaker of more than one language or if English is not one of your first languages, there are resources [for Multilingual Students](#) including access to an ESL tutor, faculty who can help you navigate the university, and portals for other academic support. Multilingual students are encouraged to speak with me about their unique needs.

The Counseling Center supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. The Counseling Center provides brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. We are currently providing both in -person and virtual services and this is subject to change in accordance with best health practices and state laws. Relevant updates and more information can be found on our webpage: www.loyola.edu/counselingcenter or by calling (410) 617-CARE (2273). To make an appointment, please call (410) 617-CARE (2273). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410)617-5911. Let's Talk!

If you are a student registered with **Disability Support Services (DSS)** who needs accommodations for this course, please make sure you ask DSS to send a *Faculty Notification Email* (FNE) to your professor. If DSS has already sent the FNE to your professor, please

schedule a brief meeting to discuss your accommodations during office hours. If you are not registered with DSS, but you have a physical or mental condition and experiencing difficulties caused by your medical condition in this or another course, please go to the [Disability Support Services' website](#) to learn more about accommodations at Loyola. Also, you can contact DSS at DSS@loyola.edu to schedule a meeting.

Title IX: Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual assault, fondling, incest, statutory rape, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University's policy on [Reporting Sexual Misconduct](#). Because of the University's obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found on the [Title IX reporting resources page](#). For more information about policies and resources or reporting options, please review the [Title IX](#) web page. Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please review the Bias Related Behaviors Process and Policy in the [Community Standards](#) for policies related to students and the [harassment and discrimination policy](#) for policies related to employees.

The Loyola Writing Center is open seven days a week for both face-to-face and Zoom appointments. The complete schedule of hours is posted on the website: <https://www.loyola.edu/department/writing-center/about/location-hours>. For questions, or help making an appointment, students can email lwc@loyola.edu.

The Study is located on the third floor of Jenkins Hall and serves as Loyola University Maryland's academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time management and organization coaching. These services are available in person and online, and students can register for them through The Study's website at www.loyola.edu/thestudy.

Food/Housing Insecurity and Textbook Needs: Any student who has difficulty securing their food, housing or textbooks is urged to contact Dr. Deborah Melzer, Vice President for Student Development and Dean of Students at studentsuccessfund@loyola.edu. Loyola may have resources to help.