

HIS 300: Introduction to Historiography & Methods

Course Credits: 3

Semester: Fall 2018 (#01)

Dr. Jennifer M. Black

Course Description:

From the University Catalog:

This course offers a survey of the development of History as a discipline and practice, with an in-depth examination of the methods pertinent to historical inquiry. Topics include, but are not limited to, historiographic development since the Enlightenment and the key methodological perspectives of political, social, and cultural history. Special instructional emphasis is placed on the research process, including identifying, interpreting, and synthesizing primary and secondary sources.

Introduction

What is History, and how do we define it as a practice? Is it an art-form, subject to individual perspectives and creativity; or is it a science, driven by objective questioning and conclusions? How has the practice developed and changed over time? In this course we will tackle these and other questions concerning the philosophy of history, its methods, and the ways that the historian's craft has changed over time. We will investigate some of the earliest methods of researching and writing about history, we will encounter some convincing historical narratives (and some not-so-convincing), and we will critically examine historians' practice. Special attention will be paid to historiographic developments—that is, changes in the ways that we think about history-writing and theorize its practice—which paradigmatically shifted the ways that historians have understood and written about past events. By the end of the semester, students should have a firm understanding of the development of history as a discipline, of its main objectives from a variety of perspectives, of the different types of primary sources and the challenges of working with them, and of the key analytical modes used by historians when writing about the past. The course will also introduce some basic skills—including finding and interpreting primary sources, evaluating and synthesizing secondary sources, and putting these two narratives together to form arguments about the past.

Course Goals & Objectives

University Goals: This course addresses the following University goals:

3. Consider ethical issues and values and make reasoned judgments about them.
4. Think independently and creatively, analyze information critically, and solve problems.
6. Understand global perspectives.
7. Communicate and interact effectively.
8. Understand and appreciate the arts, humanities, science, and technology.
9. Succeed in their academic disciplines.

Misericordia University
Department of History and Government

Program Goals: This course addresses the following Program Goals for the History major:

- Goal 1: Develop historical knowledge (UG#5, 6, 8)
 - 1.A: Recognize and explain historical processes, continuity, and change.
- Goal 2: Evaluate and employ historical methods. (UG#3, 4, 8)
 - 2.A: Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.
 - 2.B: Collect, question, organize, synthesize, and interpret a variety of historical sources.
 - 2.C: Practice ethical historical inquiry through proper acknowledgement of sources.
- Goal 3: Recognize the provisional nature of historical knowledge (UG#3, 4, 7, 8)
 - 3.A: Describe past events from multiple perspectives.
 - 3.B: Identify, summarize, appraise, and synthesize other scholars' historical arguments.
 - 3.C: Evaluate historical arguments, explaining how they were constructed and might be improved.
- Goal 4: Create historical arguments and narratives. (UG# 3, 4, 7, 8)
 - 4.A: Generate substantive, open-ended questions about the past and employ research strategies to answer them.
- Goal 5: Use historical perspective to inform active citizenship (UG# 1, 2, 5)
 - 5.B: Practice civil discourse and respect for diverse perspectives

Course Objectives: Upon successful completion of this course, a student will be able to:

1. Identify, evaluate, and discuss (in verbal and written analyses) the basic philosophies and methodologies of historical inquiry
2. Identify, locate, and interpret a range of primary sources
3. Develop effective written analyses that synthesize secondary sources in a literature review using standard mechanics of bibliography and citations
4. Read history critically, demonstrating their ability to recognize the significant information about the subject and identify the perspective and values of the author
5. Evaluate the credibility, reliability, and verifiability of evidence prior to making historical judgments

Teaching / Learning Strategies:

These goals will be assessed through written assignments, exams, classroom discussion, and in-class presentations.

Required Texts

Pojmann, Wendy Ann, Karen Ward Mahar, and Barbara Reeves-Ellington. *Doing History: An Introduction to the Historian's Craft, with Workbook Activities*. New York: Oxford University Press, 2015. ISBN: 9780199939817

Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography*. New York: Oxford University Press, 2016. ISBN: 9780199923007.

*Additional readings as required in the syllabus, and posted on Blackboard.

Misericordia University
Department of History and Government

Evaluation Methods & Student Assignments

There are three writing assignments and one exam for this course. Each of these will involve analysis of primary or secondary sources, and demonstrating your knowledge and understanding of the course material and objectives. The final course grade will be comprised of the following components:

Participation	20%
Mid-term Exam	25%
Primary Source Analysis	20%
Annotated Bibliography	10%
Literature Review	25%

Participation:

In this course, you will be graded on your meaningful weekly participation in the class. This includes coming to class on-time and prepared (with readings, notes, etc.), ready to ask questions, analyze images, and digest the authors' arguments. Failure to make substantive contributions on a weekly basis will negatively affect your grade in the course. ***Note:** Simply attending class will not get you a passing grade for participation; you must actively demonstrate your completion of the course readings and preparation for class by regularly and meaningfully contributing to our conversations on the discussion board and in class.

I will post discussion questions on the Blackboard each week on Sunday, for our upcoming discussion. I encourage you to prepare answers to these questions in advance of our class meetings for the week, as they will be used to help guide our discussion and will be useful in preparing for the mid-term exam.

Writing Assignments:

Students in this course will be coached on the steps of the writing process, and will complete assignments at each interval to demonstrate their comprehension of historical research and writing. Students will thus be assessed on a series of short writing assignments where they a) find a primary source, b) interpret said source, c) identify a research topic, d) find related secondary materials, and e) write a literature review. Detailed instructions for these assignments will be distributed after the mid-term exam.

Assignment Formatting:

Please be sure that your essays are typed, on plain white paper, with all the margins set to one-inch. You should double space the body of the paper only (not the headings and title). Please use Times New-Roman 12-point font size. You will be graded on both the style and content of your papers; thus, please be sure to proofread for correct grammar and spelling. Make sure your paper is clearly organized with an introduction, argument (thesis statement), topic sentences, evidence, and conclusion. Papers must meet the minimum word-count requirement to receive full credit; however no penalty will be given for papers exceeding the suggested limit. You are required to submit a hard copy in class AND upload a copy to the Blackboard (assignments listed under "Content") by the due date and time.

Misericordia University
Department of History and Government

Late Policy:

Assignments submitted after the due date will incur a grade deduction of one third for each day late (i.e. if the original grade is a B+ and the paper was submitted one day late, it drops to a B), with a maximum penalty of two full letter grades.

Grading Scale for Course Grades:

<u>Superior:</u>	<u>Very Good:</u>	<u>Satisfactory:</u>	<u>Poor:</u>
A = 93-100%	B+= 87-89%	C+ = 77-79%	D = 65-69%
A- = 90-92%	B = 83-86%	C = 73-76%	F = 64% & below
	B- = 80-82%	C- = 70-72%	

Weekly Schedule

*Hyperlinked articles are also linked through blackboard

Week 1 (Aug 27, 29): Introduction: What is History?

Reading: DH p3-36

Week 2 (Sept 4, 6): Historiography I: The Nineteenth Century

Reading: Popkin, ch4
*Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893), in *The Frontier in American History*, chapter 1.
[Available online at Project Gutenberg \(read chapter 1 only\).](#)

Week 3 (Sept 11, 13): Historiography II: The "New" Social History

Reading: Popkin, ch5
*EP Thompson, "[Time, Work-Discipline, and Industrial Capitalism.](#)" *Past and Present* 38 (1967): 56-97.

Week 4 (Sept 18, 20): Historiography III: The Cultural Turn & Postmodernism

Reading: Popkin, ch6
*Vanessa Schwartz, "Public Visits to the Morgue: Flânerie in the Service of the State," in *Spectacular Realities: Early Mass Culture in Fin-de-Siècle Paris* (Berkeley: University of California Press, 45-88. [Available on Blackboard.](#)

Week 5 (Sept 25, 27): Historiography IV: The Discipline Since 2000

Reading: Popkin, ch7
* "[Roundtable on Plagiarism.](#)" *Journal of American History* 90, no. 4 (2004): 1325-1356.

Misericordia University
Department of History and Government

*Master Class with Dr. Zachary Turpin, October 1st, 1:30pm. Details to follow.

*MID-TERM EXAM in class, October 2nd

Week 6 (Oct 4): Primary Sources

Reading: DH p53-72

*Library Workshop: Primary Sources

Week 7 (Oct 9): Interpreting Primary Sources

Reading: *TH Breen, "Inventories of Desire," in *The Marketplace of Revolution* (New York: Oxford University Press, 2004), 33-71. Available on Blackboard.

*Homework: Bring in primary sources with bullet points for interpretive ideas / group workshop

*NO CLASS 10/11/18: Fall Recess

Week 8 (Oct 16, 18): Research Strategies

Reading: DH 73-90 (research)

*Primary Source Analysis due Tuesday 10/16/18 (to Bb and in class)

Week 9 (Oct 23, 25): Secondary Sources

Reading: Review citation guidelines online:
https://www.chicagomanualofstyle.org/tools_citationguide.html

*Library Workshop Tuesday 10/23/18

Week 10 (Oct 30, Nov 1): Literature Reviews

Reading: DH p37-52

*Barbara H. Rosenwein, "[Worrying About Emotions in History.](#)" *American Historical Review* 107, no. 3 (2002): 821-845.

*WITHDRAWAL DEADLINE: Nov. 5th —Last day to withdraw without academic penalty

Misericordia University
Department of History and Government

Week 11 (Nov 6, 8): Writing Narratives

Reading: DH p91-118

*Emerson Baker, "Satan's Storm," in *A Storm of Witchcraft* (New York: Oxford University Press, 2015), p14-42. Available on Blackboard.

*Annotated Bibliography due Thursday 11/8/18 (to Bb and in class)

Week 12 (Nov13, 15): Historians at Work

Reading: Popkin, ch8 "Historians at Work"

*Outlines for Literature Review due on Monday11/19/18, to Blackboard

Week 13 (Nov 20): Research Check-in / Peer-Review

*Bring hard-copies of outlines to class for discussion

*NO CLASS 11/22/18: Thanksgiving Recess

Week 14 (Nov 27, 29): Talking About Your Work

1. CVs, cover letters, abstracts workshop, networking
2. Elevator speeches

Week 15 (Dec 4, 6): Writing Check-in

*Draft conferences will be held Wednesday December 5th and Thursday December 6th

Final Literature Review due on Final Exam Day (TBA)