History 10 Introduction to Historical Methods School of Liberal Arts

Report to UEPC and Proposal for Permanent Status

Carl Guarneri, History Department Revised January, 2016

Background

History 10, Introduction to Historical Methods, was proposed to the UEPC in October 2011 as a new course, and at the same time as a new requirement for the history major and minor. The course was approved by the UEPC and then by the Faculty Senate in November 2011.

What follows is a report and proposal to the UEPC that explains the course rationale, describes its implementation, and notes its development since the first time it was offered in Fall 2012. The department is now applying to make the course a permanent offering.

Course Rationale

History 10 grew out of an assessment of the department’s capstone courses, History 104, on historical interpretation, and History 106, our research seminar, or “senior thesis.” We found that the students in these courses, junior and senior history majors and minors, were not sufficiently or systematically prepared for the high-level interpretive, research, and writing required. In addition to standardizing our approach to 104 and 106, we designed, over a series of meetings, a lower-division methods course to introduce students early in their undergraduate careers to historical concepts, methods and skills. Since our traditional lower-division courses tilt toward historical content more than methods—Western Societies, World History, and U.S. History—we felt that a course that concentrates on methods was essential. We believed that it would prepare students who take it not just for 104 and 106 but also for greater mastery of historical methods in all of their upper-division history courses, and for greater understanding of the unique “way of knowing” that historical study offers.

This move aligned with trends in the discipline, where greater attention is being given to an explicit list of historical skills and habits of mind that students should acquire. The major professional history organizations have recently organized several initiatives aimed at describing history learning objectives, injecting more disciplinary methodology into history courses, and “tuning” the history major to foster a developmental sequence of disciplinary learning. This move was also designed to complement Saint Mary’s new Core Curriculum, which defined and prescribed explicit learning outcomes for the learning goal of “Social, Historical, and Cultural Understanding.”

History 10 was envisioned as course taken, ideally, in students’ sophomore year, after their completion of their College composition requirement, and most likely after they had either brought in AP history credits or taken one of our lower-division courses in World, Western, or U.S. history. It was designated a prerequisite for History 104, our upper-division methods course,
and for 106, the “senior thesis.” It was added to the requirements for both the history major and minor, including transfer students.

Implementation

History 10 was initially offered in Fall 2012 and has been scheduled each successive fall term. Enclosed you can find the latest version of the History 10 syllabus, as currently being offered (Fall 2015). This lists the course learning objectives as well as its reading and writing assignments.

History 10 is designed to explore fundamental components of historical thought and practice by presenting students with a broad sample of documents and historical essays that range widely in time and place. Unlike most history courses, which concentrate on a particular region, era, or event, this course is focused on the methods of history. It selects compelling problems of analysis and interpretation from different nations and continents. A side benefit of this approach is to acquaint history majors and minors early in their course of study with key developments or episodes beyond modern European and American histories. As the course syllabus indicates, case studies that are used to examine the components of historical thinking include the Peloponnesian War, the encounter of Old and New Worlds, the Meiji Restoration in Japan, the Partition of Africa in the late nineteenth century, and the Sandinista Revolution in Nicaragua as well as conventional topics from European and U.S. history. Examining these topics “from a historical perspective” in this course means using each topic as a case study of a particular issue, problem, or controversy in historical methodology, whether that means finding the balance between continuity and change, attempting to frame moral judgments in history, or sorting out the relative importance of multiple factors that caused an event. Through various readings, students confront competing interpretations of the causes and consequences of key historical events, and they develop strategies for evaluating the relative persuasiveness of different views. More generally, course readings challenge students to make distinctions between distant and proximate causes, necessary and sufficient causes, and structural and occasional factors, and to assess the role of choice and contingency in historical outcomes. Understanding the complexity of historical causation and change, which is reflected in part in debates over historical interpretation, is built into the fabric of the course through students’ reading of increasingly sophisticated historical works and their writing of increasingly challenging analytical essays.

You will see on pp. 3-4 of the syllabus that History 10 contains numerous short writing assignments, some interrogating secondary sources (essays by historians), others analyzing and synthesizing primary sources (historical documents). Distributed throughout the course are written exercises in the course workbook, The Methods and Skills of History, 4th ed. (Foray and Salevouris, 2015), which test student’s understanding of the various component skills of historical analysis. A vocabulary test that includes key terms and concepts of historical analysis supplements these exercises. History 10 also contains a significant research component that includes assignments on reference and bibliographic searches, a library orientation, discussion of how to locate relevant primary (documentary) sources and secondary sources (accounts written by historians), how to take research notes, and how to cite sources appropriately. To culminate this unit, students are asked to develop, in consultation with the instructor, a focused and
compelling research prospectus. This paper prospectus includes a research question and hypothesis (also explaining its significance) and an 8-item bibliography (5 secondary sources and 3 primary sources). Building on previous exercises and models in our readings, students annotate this bibliography by including a brief summary and evaluation of each source listed. Finally, the prospectus includes a narrative “process report” detailing the stages students moved through to arrive at their research question and source list as well as problems they encountered along the way.

Library Resources

A detailed Library Resources Review was presented to the UEPC and approved when History 10 was first proposed. At the time the SMC library resources were perceived to be adequate, but since the course was first offered in 2012 these resources have been supplemented by new search programs and databases that have strengthened the research prospectus component of the course. These include Multisearch, Project MUSE, additions to JSTOR, Oxford Reference Online, and the historical New York Times and San Francisco Chronicle. See the updated Library Resources Review that is enclosed with this proposal.

Approval for Social, Historical, and Cultural Understanding Designation

After a detailed proposal for History 10 was presented to the Core Curriculum Committee (CCC) early in 2014 explaining how the course meets the learning outcomes for the Social, Historical, and Cultural Understanding learning goal, the course was approved by the CCC for that designation in March 2014.

Approval for Writing in the Disciplines Designation

When the Writing Across the Disciplines program got under way, the history faculty decided that History 10 would be an excellent candidate for the department’s WID course. Rather than designate our upper-division historical methods course (104) or our capstone senior thesis (106) as our WID course, we believed that a history writing course earlier in students’ undergraduate careers would develop skills mastered in English 4-5 and develop their disciplinary writing skills to be applied to all their future upper-division work. History 10 already featured a wide array of writing assignments of different lengths and different “genres”—primary source analysis, secondary source analysis, narrative synthesis, compare-and-contrast essay, film review, and research prospectus. It also already included units on note-taking, plagiarism, and citation. Applying to CCC for WID designation involved explaining these elements; it also meant sequencing the course’s writing assignments to represent a clearer scaffolding and enriching of required skills, as well as inserting a writing assignment that required a revision process. History 10 was approved by the CCC for WID designation in August 2013.
Changes to the Course

Since History 10’s first iteration, several improvements have been added. The course now includes an expanded unit on “History in the Wider World” in which we examine how history is transmitted by museums, schools, and popular media, and how “history buffs” explore the past through genealogy, reenactments, hobbies and websites. Discussion of history in the schools has led to closer collaboration of the SMC School of Education. Each time the course is offered, a KSOE representative joins us to discuss the challenges of history teaching at the secondary level and the process of earning a California teaching credential. An award-winning book-length compilation of primary sources relating to colonial Africa, historical analysis of those sources, and an illustrated history based on them, Abina and the Important Men (2nd ed., Oxford University Press, 2016), has become a staple of our required readings and perhaps the most excitedly discussed historical work in the course. More intensive library use and internet searches are required in order to develop students’ skills in finding and evaluating useful and trustworthy sources. Finally, the vocabulary quiz has morphed into a summative final exam in which students must not only define historical concepts but discuss at length specific examples they encountered in the course.

Evaluation

History faculty members are pleased with the design of History 10 and the benefits it has added to our major and minor. It is the most collaborative of our courses, one that was developed by the department as a whole, whose changes over time have been discussed by the group, and whose learning goals and disciplinary vocabulary lists are reviewed periodically by us all. We are confident that it has improved the “common core” of our major and minor experience, that it has instilled an early familiarity with disciplinary vocabulary and methods which students take into later courses, and that it has improved students’ preparation for upper-division history work, especially for History 104 and 106.

There have been other benefits that were not anticipated. Previously, our majors and minors were scattered individually through our lower-division courses without much of a chance to be introduced to one another, to acquire a common identity as history students, or to be separately addressed (and specially challenged) by history faculty to take their passion for the subject to the next level. History 10 has provided a venue for solidifying the history major/minor cohort at an early stage in their undergraduate careers. This has improved history students’ esprit de corps. It has allowed us to identify prospective history majors and minors earlier and to plan events that engage them in the discipline, cement their bonding with one another, and prepare them for next steps at Saint Mary’s and beyond. It has acquainted them more systematically with career options, including teaching but not limited to it. And because a small but significant number of non-history students enroll in the course, it has served as a vehicle for recruiting additional history minors and for a conversation between our discipline and the methods of other “ways of knowing.”
Conclusion

Because of the many important and beneficial roles that History 10 now plays in our curriculum and for our majors and minors, in a few years it has become an indispensable core course for the department as well as the optimal way for us to meet our WID requirement. Thus we are now applying to give the course permanent status.

Thank you for reviewing this report and proposal!

Appendix: SMC catalog course description:

History 10: Introduction to Historical Methods

Drawing on primary-source documents and secondary works by historians covering a wide range of places and periods, this course introduces students to fundamental concepts of historical thinking, including methods of historical analysis, issues of interpretation, and inquiry into varied historical approaches and genres. Attention is also given to historical research strategies and writing skills. This course is a prerequisite for taking History 104 or 106. Successful completion of English 5, or concurrent enrollment in English 5, is required for admission to this course. This course has been approved for designation as a Writing in the Disciplines (WID) course.
History 10: Introduction to Historical Methods  
TTh 11:30-1:05, Dante 114

Professor Carl Guarneri     Email: cguarner@stmarys-ca.edu                  Fall 2015  

Course Description:

This course is designed for the future history major or minor who is taking the leap from learning specific histories to thinking more broadly and methodically about studying the past. Sampling documents and historical essays from many periods and places, we will explore some fundamental components of historical thinking, including ideas about context and causation, methods of historical analysis, issues of truth and objectivity, conflicting interpretations, and inquiry into varied historical approaches and genres. Through intensive reading and discussions, workbook exercises, and brief written essays, we will look into the eclectic methods and rich varieties of historical inquiry. Students will also develop basic library and internet research strategies and build their skills of framing and documenting persuasive history papers. **Note:** This course is a prerequisite for taking History 104 or 106. Successful completion of English 5, or concurrent enrollment in English 5, is required for admission to this course. This course has been approved for designation as a Writing in the Disciplines (WID) course. It also satisfies the College’s core requirement for Social, Historical, and Cultural Understanding.

Course Learning Objectives:

This course is intended to introduce students to the key components of historical thinking and doing that they will build upon in later courses as history majors and minors. We focus on three areas:

1. **Foundations of Historical Thinking**

The goals here include learning to:
--understand the relationship between historical facts and interpretations.
--discern basic patterns of continuity and change.
--situate persons, ideas, and events in their historical context.
--avoid judging the past solely in terms of present-day norms and values.

2. Historical Analysis and Interpretation

This goal includes learning to:
--effectively analyze historical documents.
--identify an historical thesis or interpretation embedded in an historical essay or book.
--compare and contrast conflicting historical interpretations, evaluating them by weighing arguments and evidence.
--analyze and evaluate decisions confronted by people in the past.
--interrogate statistical and quantitative historical sources.
--analyze similarities and differences between popular historical genres (such as commercial films and museum displays) and scholarly historical narratives.

3. Historical Research and Writing

This goal includes learning to:
--master basic tasks of library and electronic research.
--craft historical research questions that are compelling and answerable.
--compile an annotated bibliography that includes primary and secondary sources.
--write an essay that analyze and synthesize primary sources.
Writing in the Disciplines (WID) Designation:

This course has been approved for designation as a Writing in the Disciplines (WID) course. Along with the learning outcomes listed above, our course readings and written assignments have been crafted to meet the following Core learning outcomes:

Written and Oral Communication

--Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction.

--Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question.

Information Evaluation and Research Practices

--Develop research strategies and use library catalogs and databases to find relevant material.

--Critically evaluate sources.

--Integrate and cite evidence appropriately.

--Understand the concept of intellectual property and practice academic honesty.

Writing and Research Assignments

For most classes you will bring completed skills exercises taken from our workbook (Furay and Salevouris, Methods and Skills of History) and/or 1-2-page response essays that address key issues in our readings. In addition, the following writing assignments are required. Their sequencing, or “scaffolding,” is designed to develop your skills incrementally.
--A 3-page compare/contrast essay using excerpts from historical works. Coming after “find the thesis” exercises, this assignment asks you to identify contrasting historical theses or interpretations.

--A 3-page summary and critique of a secondary source. This assignment asks you to use your skills of analyzing thesis, argument, and evidence to evaluate a sophisticated scholarly article.

--A 2-page analysis of a primary source. Your analysis of a brief primary source will be based on guides in our readings about how to read historical documents.

--A 4-page analysis of a historical narrative forged from a primary source. Based on the document, narrative, and contextual essays in Abina and the Important Men, you will explore the process by which historians develop narratives and interpretations from limited documentary sources.

--A 4-page primary source synthesis. Having discussed the transition from documents to narrative in Abina, you will be asked to compose and explain your own synthesis of a group of primary sources related to the early Missouri Fur Trade. This assignment will be submitted as a draft that will undergo revision after my feedback and will be submitted a week later in final form.

--A 2-page analysis of a dramatic film that focuses on a historical theme or episode, separating fact from fiction and explaining how the filmmakers use history to illustrate their intention and interpretation.

--A research paper prospectus, including question and hypothesis (four paragraphs), an 8-item annotated bibliography, and a 2-page process report. After you become familiar with SMC library resources and historical research strategies, you will be asked to develop, in consultation with me, a focused and compelling research project. Your paper prospectus will include your question and hypothesis (also explaining its significance) and an 8-item bibliography (5 secondary sources and 3 primary sources). Building on previous exercises and models in our readings, you will annotate this bibliography by including a brief summary and evaluation of each source listed. Finally, your prospectus will include a brief process report detailing the stages you moved through to arrive at your research question and source list. Note that this assignment will not include actually writing this research paper. It is intended to guide you through the stages of thinking, research, and writing prior to composing an actual historical research paper.

--An 8-item vocabulary test. As we progress through the course, our readings and discussions will help us to generate an impressive list of key historical terms and concepts. At the time of the final exam, you will complete a vocabulary test that includes 8 of those terms, requires you to define them, and asks you to give a specific example from our readings.
Required Texts:


Susan M. Hubbuch, *Writing Research Papers Across the Curriculum* (You should already have this book from English 5. A copy is also on Reserve at the Library circulation desk.)

Various reproduced book chapters, articles, and documents—these will be distributed and/or placed on our course Moodle site.

Schedule of Topics and Assignments:

T Sept. 1  Orientation to the Course

Gerald W. Schlabach, “A Sense of History: Some Components”
(http://courseweb.stthomas.edu/gwschlabach/sense.htm)

I  Foundations of Historical Thinking

Th Sept. 3  Why Study History?

*Methods and Skills*, Ch. 1: “The Uses of History” [complete Exercise Set B, 1]
HNS/op-ed pieces –reprint
Gaddis, Ch. 8: “Seeing Like a Historian”

**T Sept. 8 Facts and Historical Reconstruction**

*Methods and Skills*, Ch. 2: “The Nature of History: History as Reconstruction”

[complete Exercise Set A, 1 + 2]

Thucydides, *The Peloponnesian War*, selections--reprint

Carr, Ch. 1: “The Historian and His Facts”


**Th Sept. 10 Continuity and Change**

*Methods and Skills*, Ch. 3: “Historical Thinking: Continuity and Change”

[complete Exercise Set B]

“Did the Meiji Restoration Constitute a Revolution in Nineteenth-century Japan?”—reprinted essays by Andrew Gordon and W.G. Beasley—

[compare/contrast essay due]

**T Sept. 15 Historical Context and Moral Judgments**

*Methods and Skills*, Ch. 5: “Historical Thinking: Context”

Carr, Ch. 3: “History, Science, and Morality,” pp. 94-109

David Weber, “Worlds Apart (Coronado and the Zuni)”--reprint

Kirkpatrick Sale, “The Conquest of Paradise”—reprint
Th Sept. 17  Individuals and Society as Historical Agents

Carr, Ch. 2: “Society and the Individual,” focus on pp. 54-69

Alan Bullock, “Hitler, The Greatest Demagogue in History”—reprint

Dianne Walta Hart, “Leticia: A Nicaraguan Woman’s Struggle”—reprint

II  Historical Analysis and Interpretation

T Sept. 22  Secondary Sources: Thesis, Interpretation, Evidence

Methods and Skills, Ch. 8: “Reading History” [complete Exercise Set A, 1, 2, 3]

Methods and Skills, Ch. 12: “Interpretation” [complete Exercise Set A, 2]

Pocket Guide, pp. 18-20, 24-28, 55-61

Th Sept. 24  Causes, Consequences, Counterfactuals

Carr, Ch. 4: “Causation in History”

Gaddis, Ch. 6: “Causation, Contingency, and Counterfactuals”

Alistair Horne, “Ruler of the World: Napoleon’s Missed Opportunities”—reprint

T Sept. 29  Negotiating Multiple Causes

Methods and Skills, Ch. 4: “Historical Thinking: Multiple Causality in History”


Edward L. Ayers, “What Caused the Civil War?”—reprint

Th Oct. 1  Analyzing Primary Sources: Evidence

Methods and Skills, Ch. 10: “Evidence” [complete Exercise Set A, 4]
Pocket Guide, pp. 13-17, 31-35

[secondary source analysis due: Arthur Bestor, “The American Civil War as a Constitutional Crisis”]

T Oct. 6 Analyzing Primary Sources: Inference

Arnold, A Short Introduction to History, Ch. 4--reprint

[Mary Chesnut, Diary from Dixie—2-page primary source analysis due]

Th Oct. 8 Interpreting Images

Images of the Black Death in Europe—PowerPoint slides on Moodle

World War I Propaganda Posters—PowerPoint slides on Moodle

T Oct. 13 The Structure of Historical Narratives

Carr, Ch. 5: “History as Progress”

F.J. Turner, “The Significance of the Frontier in American History”—reprint

Th Oct. 15 From Documents to Narrative Synthesis

Abina and the Important Men, pp. 87-111, 1-82, 115-131, 135-157.

[4-page analysis due]

T Oct. 20 Quantitative Methods and Social History

Methods and Skills, pp. 203-206

M.J. Maynes and Ann Waltner, “Women and Marriage in Europe and China”—reprint
III Doing History: Historical Research

T Oct. 27 Researching History

*Pocket Guide*, Ch. 5

*Methods and Skills*, Ch. 7 [complete Exercise Set A, 2 + 3]

[First draft of Missouri Fur Trade paper due]

Th Oct. 29 Library Orientation: Reference and Bibliographic Searches

*Methods and Skills*, Read Ch. 7 “Libraries: Real and Virtual”

*Pocket Guide*, pp. 89-98

T Nov. 3 Note-taking and Avoiding Plagiarism

*Pocket Guide*, pp. 98-99 and Ch. 6


*Methods and Skills*, Ch. 7 [complete Exercise Set A, 4 and additional exercise handout]

Th Nov. 5 Writing (and Revising) History Papers

*Methods and Skills*, Ch. 6: “History Writing: Telling a Story”

*Methods and Skills*, Ch. 13: “Writing for Your Reader” [complete Exercise Set
T Nov. 10  Citing Sources: Quotes, Footnotes, [Annotated] Bibliographies

*Pocket Guide*, Ch. 7

[complete exercise from handout]


*[Final version of Missouri Fur Trade paper due]*

IV  History in the Wider World

Th Nov. 12  History and Other Disciplines

*Methods and Skills*, Ch.15: “History and the Disciplines” [complete Exercises 2+3]

Gaddis, Chs. 3 and 4: “Structure and Process” and “The Interdependency of Variables”

*[Research Paper Prospectus Topic Due]*

T Nov. 17  Historiography

*Methods and Skills*, Ch. 13: “The History of History”

Robert Marks, “The Rise of the West?”—reprint

Carl Guarneri, “The Great Frontier and the Great Divergence”--reprint
Th Nov. 19  History in the Schools

   Reading on APUSH controversy to be assigned.

T Nov. 25  History on Film

   *Methods and Skills*, Ch.9: “History on Film”

   *Pocket Guide*, pp. 41-44

   [2-page film analysis due]

Th Nov. 26  Thanksgiving holiday

T Dec. 1  Museums, Markers, and Public History

   Mike Wallace, “Visiting the Past: History Museums in the U.S.”--reprint

   Andrew Carroll, “Here is Where: Ona Judge’s Home and Grave”--reprint

Th Dec. 3  History for Buffs

   Roy Rosenzweig, “The Presence of the Past: Patterns of Popular

   Historymaking”—reprint

   [complete website assignment from handout]

   [Research Paper prospectus and annotated bibliography due]

T Dec. 8  Vocabulary Take-home Test due
Grade distribution:

65% Graded writing assignments (see list above)

15% Vocabulary Test

20% Class participation (including homework exercises and reading responses)

Attendance policy: Students will be allowed **two absences** during the semester. Absences beyond that, no matter what the reason, may require make-up assignments: you must consult with me individually on this. More than **four** absences will result in grade penalties.

Course Moodle site: The course Moodle site will archive copies of the syllabus, assignment sheets, and exam study guides. As the semester proceeds I will also add readings, images, and PowerPoint slides seen in class. To access the site, go to the *My Saint Mary’s* login page via the SMC website, then type your SMC email username (the part before @) and type your password. Click on the *Moodle* icon and then open up the HIST-10-01 course site.

Email: Unless I am replying to an email you sent me from another address, *I will always use your Saint Mary’s email address to contact you or to send an email to the class.* If you prefer to receive my emails and other official SMC emails at your gmail, yahoo, or other address, you can arrange to have them automatically forwarded. Contact the Saint Mary’s ITS help desk for assistance at 631-4266 or helpdesk@stmarys-ca.edu

Electronic Devices: Laptop and tablet computers are **not** permitted except for certified medical or disability reasons. Please silence your cell phones during class.

Library Assistance: Reference/Information assistance is available at the Reference Desk, by phone (925) 631-4624, text message or IM. Check the Library’s “Ask Us” link for details: http://library.stmarys-ca.edu/ask-us/ Extended assistance by appointment is also available. Contact the **history subject librarian**, Sue Birkenseer (sbirkens@stmarys-ca.edu), for research questions or to make an appointment.
Center for Writing Across the Curriculum (CWAC):

CWAC, on the first floor of De La Salle Hall (next to Hagerty Lounge), offers two options for students – of all disciplines and levels:

Writing Circles: During weekly, small-group workshops, students discuss their own writing projects, at all stages of the process. To join a Circle, students visit www.stmarys-ca.edu/WritingCircles before or during the first week of the semester. Writing Circles begin meeting in week two. Once scheduled into a Circle time, students register for that section of COMM 190: Writing Circles.

One-on-one sessions: Students make appointments or drop in 5-8 p.m. Sunday, 10 a.m.-8 p.m. Monday, 10 a.m.-6 p.m. Tuesday, and 10 a.m.-8 p.m. Wednesday and Thursday. 925.631.4684, www.stmarys-ca.edu/cwac. Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience and purpose. Writers bring their assignment sheets and readings in order to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. They may discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters.

Academic Honesty: This course operates under the premises of the Saint Mary’s academic honor code, by which students pledge to do their own work in their own words, without seeking inappropriate aid in preparing for exams or assignments. Saint Mary’s College expects every member of its community to abide by the Academic Honor Code. According to the Code, “Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community.” Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the Student Handbook at http://www.stmarys-ca.edu/your-safety-resources/student-handbook. I am available to discuss issues of academic integrity in general as well as specific information about plagiarism, appropriate citation, and collaboration for this course.

Student Disability Services: Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 or sds@stmarys-ca.edu to arrange a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: http://www.stmarys-ca.edu/sds
Library Resources Review

This review is for History 10, Introduction to Historical Methods

This report was prepared at the request of Carl Guarneri in order to present his proposal to the UEPC.

I. Library Resource Needs

A. Faculty Course Preparation: Carl provided a reading list of books for his course
B. Reserve Readings and film/videos for reserve: none indicated yet
C. Types of materials needed for student assignments. There are many written assignments, but the most research oriented is the annotated bibliography assignment. This is a WID designated class.

II. Currently Available Library Resources

A. Reference Materials: The Library provides general resources on history in print, and online. These sources are best used by students to check simple factual information on historical events, or terms relating to historiography.
B. Books: The Library has an extensive collection of books, both print and electronic, relating to history and historiography. With continuing input from the instructor, this collection can be improved for this course, and for general campus needs.
C. Periodicals: The Library subscribes to thousands of (mostly online) periodicals. Examples of periodicals that the Library has access to include: History and Theory, History Teacher, Journal of Interdisciplinary History, and Journal of Social History. There should be sufficient access to periodicals for students to complete any research projects in this course.
D. Media/Videos: The Library has a good collection of videos relating to general world history.
E. Electronic Resources: Students gain access to online journals and online encyclopedias through our databases. Many of them are in full-text. The following databases offered at the Library have material relating to scholarship and research in the area of history. These databases are sufficient for the research projects in this course.
   - Historical Abstracts and America: History and Life provides access to scholarly literature for history issues
   - HAPI provides scholarship in the history and literature of Latin and Central America as well as for the Latino community in the US
   - ERIC and Education FT offer scholarship in the areas of education and teaching
• *Gale Virtual Reference Library* and *Oxford Reference Online* are scholarly general reference access for terms, events, biography
• *Sociological Abstracts* provides access to scholarly literature relating to sociological issues
• *OmniFile* and *Academic Search Complete* are multidisciplinary databases, offering a great deal of full text in a variety of topics.
• *JSTOR* provides an archive of scholarly journals in all subject areas
• *Historical New York Time* and *Historical San Francisco Chronicle* offer connections to primary sources for major world events for students.

### III. Additional Resources Needed

The Library owns all the required material for this course, some being in the Textbook collection for reserve check-out only.

### IV. Opportunities to Develop Information Literacy Skills

This course was established to meet information literacy requirements for history students. It was created to be a pre-requisite to the History 104 Historical Interpretation and History 106 Seminar in Historical Research classes and offers a way to explore fundamental components key to historical research. Since the course’s introduction in 2012 the library has been involved in working with the History 10 classes to show them how to connect to historical research outside their classroom and use their findings appropriately in an annotated bibliography. The Library strongly supports this course being made permanent.

Susan Birkenseer

Reference and Instruction Librarian

Saint Mary’s College

October, 2015
RE: History 10, Introduction to Historical Methods

Dear UEPC:

On behalf of the History Department, I would like to confirm that the faculty is in full support of turning History 10 into a permanent course. The lower division methods course has been a success, judging from Professor Carl Guarneri’s assessment of the class and the benefits that it has brought our students individually and collectively. As professor Guarneri reported, the whole department collaborated in the development of the course, but it must be said that he has been the one carrying forward the task of testing out materials and assignments and refining and revising the course, as he’s been the only faculty member who’s taught the class thus far. For that, the departmental faculty is grateful. But it is the department’s intention to rotate the course among all faculty when it receives its final approval from your committee and share the responsibility that Professor Guarneri has kindly shouldered for all us up to now.

This course was born out of concern with our students’ performance in their senior thesis course (History 106). We used the 106 papers to do our first assessment exercise and pinpoint exactly which areas and skills were the weakest among our seniors. We are about to test how far History 10 has gone in training our students to be budding historians through a second assessment round. Since the graduating seniors for 2016 will have taken History 10, we will be reviewing all their theses next spring to see if we can determine whether History 10 is making a difference in improving their skills and overcoming the identified weaknesses. Thus, History 10 has been fully integrated into our overall curriculum and the revisions we have made to it over the past 4 years to guarantee student learning and full participation and compliance with the Core Curriculum and the College’s overall assessment program.

History 10 has strengthened our program, for sure. It has provided a home for History majors and minors, and challenged our faculty to become much more explicit about what we do as historians and how we do it. As each of our six full-time faculty begin to teach the course, it will undoubtedly improve our individual pedagogical skills as well. For all those reasons, we eagerly await your final word on the permanent approval of History 10.

Sincerely,

Myrna Santiago

Chair, History Department
Dear Kathy,

I am writing to communicate my support for the proposal to make History 10: Historical Methods, a permanent course. I find the course well designed and an appropriate development of the curriculum for the History major. I have also distributed the course to SOLA chairs and program directors for feedback but received none.

Thanks & cheers,

Sheila

Sheila Hassell Hughes
Dean, School of Liberal Arts
Saint Mary's College of California