History 10: Introduction to Historical Methods
TTh 11:30-1:05, FAH 145

Professor Carl Guarneri  Email: cguarner@stmarys-ca.edu  Fall 2013
Office: Galileo 312, phone: 631-4592  Office Hours: TWTh 1:45-2:45 and by appt.

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. Notes: This course is a prerequisite for taking History 104 or 106. It has been approved for designation as a Writing in the Disciplines (WID) course.

Course Learning Objectives:

In this course you will:

1. Examine human activity in a wide variety of periods and places from a historical perspective. (Social, Historical, Cultural Understanding, #1)
2. Understand the complexity of historical explanation, including concepts of causation, contingency, convergence, and individual agency. (Social, Historical, Cultural Understanding, #2)
3. Analyze how interpretive “frames of reference” and social categories such as race, class, gender, religion, cultural/ethnic identity, and sexual orientation have shaped individual and collective experience. (Social, Historical, Cultural Understanding, #2)
4. Examine historical issues/problems within their period-appropriate context, and from multiple historical points of view. (Social, Historical, Cultural Understanding, #2 and 3b)
5. Learn how to use library and electronic research to gather an appropriate array of documents (primary sources) as evidence about historical events or movements. (Social, Historical, Cultural Understanding, #3a)
6. Assess the intent and credibility of primary sources (historical documents) and apply those sources to address an historical issue, problem, or interpretation. (Social, Historical, Cultural Understanding, #3b)
7. Learn basic skills of interrogating statistical and quantitative historical sources. (Social, Historical, Cultural Understanding, #3b)
8. Identify and evaluate an historical thesis or interpretation embedded in an historical essay or book. (Social, Historical, Cultural Understanding, #2 and 3b)

9. Compare and contrast conflicting historical interpretations and weigh their arguments and evidence. (Social, Historical, Cultural Understanding, #2 and 3b)

10. Understand the relationship between history and social-science disciplines in their subjects, approaches, and methods. (Social, Historical, Cultural Understanding, #3b)

11. Analyze similarities and differences between popular historical genres (such as commercial films and museum displays) and scholarly historical narratives. (Social, Historical, Cultural Understanding, #2 and 3b)

12. Write persuasive and accurately documented historical essays. (Social, Historical, Cultural Understanding, #3a and 3b)

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.
--Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context and format; and
--Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question.
--Use the process of writing to enhance intellectual discovery and unravel complexities of thought.

**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. The following list aligns the exercise assignments in Methods and Skills, taken in the order of the syllabus, with the Course Learning Objectives enumerated above:
Ch. 1: “The Uses of History” [Exercise Set B, 1]—Learning Objective #1
Ch. 2: “The Nature of History: History as Reconstruction” [Exercise Set A, 1 and 2]—Learning Objectives #3 and 6
Ch. 3: “Historical Thinking: Continuity and Change” [Exercise Set B, 1]—Learning Objectives #2, 8, 9, 10
Ch. 7: “Reading History” [Exercise Set A, 1-3]—Learning Objectives #2, 3, 8
Ch. 11: “Interpretation” [Exercise Set B, 1]—Learning Objectives #2, 3, 4, 8, 9
Ch. 10, pp. 171-174 “History by the Numbers” [Exercise Set A, 1]—Learning Objective #7
Ch. 6: “Libraries: Real and Virtual” [Exercise Set A, 2]—Learning Objective #5
Ch. 12: “Writing the History Paper” [Exercise Set A, 1-4]—Learning Objectives #5, 6, 12
Ch. 14: “History and the Disciplines” [Exercises 1-2 and 1-3]—Learning Objective #10

Note that almost every reading and writing assignment on this syllabus engages Learning Objective #1 by asking you to examine evidence from a wide variety of eras, events, and places from a historical perspective.

In addition, the following writing assignments are required. Their sequencing, or “scaffolding,” is designed to develop your historical and writing skills incrementally. The following list aligns these assignments with the Course Learning Objectives enumerated above:

-- A 2-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. (Learning Objectives #7, 8)
-- 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. (Learning Objectives #2, 4, 8)
-- 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. (Learning Objective #6)
-- 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. (Learning Objectives #2, 3, 4, 6)
-- 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. (Learning Objectives #4, 6, 12)
-- A 2-page analysis of a commercial film that treats a historical subject, analyzing its content, meanings, and reception. (Learning Objective #11)
-- 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. (Learning Objectives #4, 5, 6, 8, 9, 12)

--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. (Learning Objectives #1, 2, 3, 4, 9, 10, 11)

--A 4-page final paper on globalization, past and present. This paper, due at the time of our final exam, will ask you to read and assess brief essays that discuss the history, present situation, and future of globalization. This paper is intended as a capstone assignment to showcase the uses of history for placing current events in historical context and for employing historians’ analytical skills to assess the “first draft of history” that is written by journalists and contemporary commentators. (Learning Objectives #1, 2, 4, 8, 9, 10, 12)

Required Texts:

Trevor Getz and Liz Clarke, Abina and the Important Men (2011)
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. 3 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. 5 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. 10 Facts and Historical Reconstruction
Methods and Skills, Ch. 2: “The Nature of History: History as Reconstruction”
[complete Exercise Set A, 1 and 2]
Thucydides, The Peloponnesian War, selections--reprint
Carr, Ch. 1: “The Historian and His Facts”
Richard J. Evans, In Defense of History, pp. 65-69--reprint

Th Sept. 12 Continuity and Change
Methods and Skills, Ch. 3: “Historical Thinking: Continuity and Change”
[complete Exercise Set B, 1]
“Did the Meiji Restoration Constitute a Revolution in Nineteenth-century Japan?”—reprinted essays by Andrew Gordon and W.G. Beasley—
[2-page compare/contrast essay due]

T Sept. 17 Historical Context and Moral Judgments
Methods and Skills, Ch. 5: “Thinking in Time: 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. 19 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

Methods and Skills, Ch. 7: “Reading History” [complete Exercise Set A, 1-3]
Methods and Skills, Ch. 11: “Interpretation” [complete Exercise Set B, 1]
Pocket Guide, pp. 16-19, 22-26, 53-59

Th Sept. 26 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 Oct. 1 Multiple Causes, Different Lenses
Methods and Skills, Ch. 4: “Multiple Causality in History”
Edward L. Ayers, “What Caused the Civil War?”—reprint
[3-page secondary source analysis due: Arthur Bestor, “The American Civil War as a Constitutional Crisis”]

Th Oct. 3 No Class Meeting

T Oct. 8 Analyzing Primary Sources
Methods and Skills, Ch. 9: “Evidence”
Pocket Guide, pp. 10-15, 29-33
Arnold, A Short Introduction to History, Ch. 4—reprint
Mary Chesnut, Diary from Dixie—2-page primary source analysis due]

Th Oct. 10 Interpreting Images
Images of the Black Death in Europe—PowerPoint slides on Moodle
World War I Propaganda Posters—PowerPoint slides on Moodle

T Oct. 15 From Documents to Narrative Synthesis
Abina and the Important Men, pp.
4-page analysis due]

Th Oct. 17 The Structure of Historical Narratives
Carr, Ch. 5: “History as Progress”
F.J. Turner, “The Significance of the Frontier in American History”—reprint

T Oct. 22 Quantitative Methods and Social History
Methods and Skills, pp. 171-174 [complete Exercise Set A, 1]
M.J. Maynes and Ann Waltner, “Women and Marriage in Europe and China”—reprint
Statistical Tables on Colonial New England Society—reprint
First draft of Missouri Fur Trade paper due]

Th Oct. 24 Midterm Holiday

III Doing History: Historical Research

T Oct. 29 Library Orientation: Reference and Bibliographic Searches
Methods and Skills, Read Ch. 6: “Libraries: Real and Virtual”
Pocket Guide, pp. 84-93
Final version of Missouri Fur Trade paper due]

Th Oct. 31 Researching History
Pocket Guide, Ch. 5
Methods and Skills, Ch. 6 [complete Exercise Set A, 2]

T Nov. 5 Note-taking and Avoiding Plagiarism
  Pocket Guide, pp. 93-94 and Ch. 6
  Hubbuch, Writing Research Papers, pp. 15-19, 170-193
  Methods and Skills, Ch. 6 [complete Exercise Set A, 4 and additional exercise handout]
  [Research Paper Prospectus Topic Due]

Th Nov. 7 Writing (and Revising) History Papers
  Methods and Skills, Ch. 12: “Writing the History Paper”
  [complete Exercise Set A, 1-4]

T Nov. 12 Citing Sources: Quotes, Footnotes, Bibliographies
  Pocket Guide, Ch. 7
  [complete exercise from handout]
  See Hubbuch, Writing Research Papers, pp. 113-16 for information about annotated bibliographies.

IV History in the Wider World

Th Nov. 14 History and Other Disciplines
  Methods and Skills, Ch.14: “History and the Disciplines” [complete Exercises 1-2 and 1-3]
  Gaddis, Chs. 3 and 4: “Structure and Process” and “The Interdependency of Variables”

T Nov. 19 History on Film
  Methods and Skills, Ch.8: “History on Film”
  Pocket Guide, pp. 39-42
  [2-page film analysis due]

Th Nov. 21 Museums and Public History— the Oakland Museum
  Mike Wallace, “Visiting the Past: History Museums in the U.S.”—reprint

T Nov. 26 History for Buffs
  Roy Rosenzweig, “Patterns of Popular Historymaking”—reprint
  Website assignment

Th Nov. 28 Thanksgiving holiday

T Dec. 3 Historiography
  Methods and Skills, Ch. 13: “The History of History”
Robert Marks, “The Rise of the West?”—reprint

[Research Paper prospectus and annotated bibliography due]

Th Dec. 5  History’s Uses and Meanings
Frank Gavin, Five Ways to Use History Well”—reprint or podcast

T Dec. 10  Vocabulary Test and Final Paper Due
Linking the Past, Present, and Future through Globalization—Articles by Nye, Hetata, Barber, Appiah—reprint [Globalization paper due]

Grade distribution:
60%  Graded writing assignments (see list above)
15%  Final Paper and Vocabulary Test
25%  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 @) as the username) and type your 7-digit SMC ID# as your password. Click on the GaelLearn (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):
Writers of all disciplines and levels are invited to drop in or make appointments for one-
on-one sessions with Writing Advisers – in Dante 202 or via Skype screen-sharing. Hours are 5-8 p.m. Sunday; 12-7 p.m. Monday; and 12-8 p.m. Tuesday through Thursday. 925.631.4684. www.stmarys-ca.edu/center-for-writing-across-the-curriculum. Writers should bring their assignments, texts, and notes. Through collaborative discussion, Advisers guide their peers toward expressing ideas clearly and revising their own papers, always weighing audience and purpose. Writers visit CWAC to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. Writers 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.