Syllabus - History 302: Historical Methods

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Office Hours: M/T/Th 9:00-10:30; or by appt.

Course Description:
This course is a requirement for the major of history. It serves as an introduction to the discipline and methods of history and is meant to train students in historical research and writing utilizing primary and secondary sources. Through readings, lectures, discussions, and research exercises the course includes the following areas: (1). A broad survey of how history has developed as a discipline; (2). Career options for historians; (3). An exploration of the role of particular historians and their theories of history; (4). The principles of narrative and logic within historical practice; and (5). An opportunity for in-depth research on a specific historian, their ideas and writings.

Why Study History?
Without individual memory, a person literally loses his or her identity, and would not know how to act in encounters with others. Imagine waking up one morning unable to tell total strangers from family and friends! Collective memory is similar, though its loss does not immediately paralyze everyday private activity. But ignorance of history—that is, absent or defective collective memory—does deprive us of the best available guide for public action, especially in encounters with outsiders, whether the outsiders are another nation, another civilization, or some special group within national borders. . . Historical knowledge is no more and no less than carefully and critically constructed collective memory. . . Clearly, we need careful reflection about, and search for, enduring patterns and critical turning points in the past, for these are the historical facts that everyone needs to know.


Course Objectives:
To understand and analyze:
1. The reasons for studying history
2. The nature of the historical discipline, its development and scope
3. Issues in historiography, past and present
4. A sample of different historians and their ideas/writings
5. Issues affecting the future of the discipline of history

To develop skills:
1. The ability to research and write a major historical research paper
2. The ability to work with primary and secondary sources and conduct research
3. The ability to create a thesis and support it with evidence
4. The ability to articulate issues, listen, and respond to ideas in a discussion format
5. The ability to organize and present an oral presentation
Readings:
Required Texts:
2. Rampolla, A Pocket Guide to Writing in History (9th edition)
3. Four Additional Assigned Essays [On CANVAS]
4. “History Careers, Schools of Thought, and Historians” [On CANVAS]


Class Schedule of Activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Week One: Why History?</th>
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<tbody>
<tr>
<td>9/19</td>
<td>Course Introduction</td>
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<tr>
<td></td>
<td>Lecture: What History Means in Today’s World</td>
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<tr>
<td>9/21</td>
<td>Lecture: What History Means in Today’s World (continued)</td>
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<td></td>
<td>Class Discussion Readings: McNeill “Why Study History?” and Stearns “Why Study History?”</td>
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<td></td>
<td>Research Paper and Resource Guide, “History Careers, Schools of Thought, and Historians”</td>
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<tr>
<th>Date</th>
<th>Week Two: Fundamentals of the Discipline</th>
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<tr>
<td>9/24</td>
<td>Lecture: The History of History</td>
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<td>9/26</td>
<td>Class Discussion Reading: Pocket Guide “Introduction” pp. 1-7</td>
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<td></td>
<td>In-Class Demonstration: “Saving Time and Effort – How to Use Zotero for Citations and Bibliographies”</td>
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<td></td>
<td>Microtheme Group Discussion Reading: The Houses of History, “The Empiricists” pp.13-46</td>
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<td>9/28</td>
<td>Research potentials of the Library (Meet at Brooks Library)</td>
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<tr>
<th>Date</th>
<th>Week Three: Setting up the Project: Primary and Secondary Sources Explored</th>
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<tr>
<td>10/1</td>
<td>Historian Research Project Topic Statement Due</td>
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<tr>
<td></td>
<td>Bring Topic Statement and Sources to consultation meeting</td>
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<td></td>
<td>Individual Consultations on Research paper - Dr. Levine’s Office (Sign-up)</td>
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<td>These are 15-minute sessions and will commence at 1:00 pm and end at 5:00 pm</td>
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<tr>
<td>10/3</td>
<td>Class Discussion Reading: Pocket Guide “Working with Sources” pp. 8-25</td>
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<td>Microtheme Group Discussion Reading: Houses of History, “The Marxists” pp.47-71</td>
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<tr>
<td>10/5</td>
<td>Individual Research</td>
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<tr>
<th>Date</th>
<th>Week Four: Setting up the Project: Ideas in History and Research Methods</th>
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<tr>
<td>10/8</td>
<td>Exercise # 1: Overview Analysis of the Primary and Secondary Sources Due</td>
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<td>Bring sources to class</td>
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<tr>
<td>10/10</td>
<td>Class Discussion Reading: Pocket Guide “Approaching Typical Assignments in History” pp. 26-48 and “Writing a Research Paper” pp.84-103</td>
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<td>10/12</td>
<td>Microtheme Group Discussion Readings:</td>
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<td>Houses of History: “Psychoanalysis and History” pp.72-105</td>
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<td></td>
<td>Loewenberg, The Psychohistorical Origins of the Nazi Youth Cohort</td>
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<tr>
<th>Date</th>
<th>Week Five: Historical Methods: Narrative and the Conventions of Writing</th>
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<tr>
<td>10/15</td>
<td>Class Discussion Reading: Pocket Guide “Following Conventions of Writing in History” pp. 52-61</td>
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<td>Microtheme Group Discussion Reading: Houses of History: “The Question of Narrative” pp. 233-261</td>
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<td>Date</td>
<td>Assignment</td>
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| 10/17 | Exercise # 2: Statement of the Major Thesis Due  
Bring notecards or notes to class |
| 10/19 | Class Discussion Reading: *Pocket Guide* “Following Conventions of Writing in History” pp. 62-82 |
| 10/22 | Exercise #3 Introduction and Overview of the Paper structure Due |
| 10/24 | Microtheme Group Discussion Readings:  
| 10/26 | Class Discussion Readings: *Pocket Guide* “Plagiarism: How to Avoid It” pp. 104-110 and “Quoting and Documenting Sources” pp. 112-119; Fischer “Historian’s Fallacies” [excerpts] |
| 10/29 | Microtheme Group Discussion Reading: *Houses of History* “Anthropology and Ethnohistorians” pp. 198-233  
Class Discussion Reading: *Pocket Guide* “Quoting and Documenting Sources” pp. 119-156 |
| 10/31 | Individual Consultations on Research paper - Dr. Levine’s Office (Sign-up)  
These are 15-minute sessions and will commence at 1:00 pm and end at 5:00 pm |
| 11/2 | Individual Research |
| 11/5 | Exercise #4 Main Body of the Research Paper Due  
Bring the consolidated rough draft for fellow students and instructor as assigned in Exercise #4 |
| 11/7 | Individual research work |
| 11/9 | Microtheme Group Discussion Reading: *Houses of History* “Gender and History” pp. 362-288 and  
“Postcolonial perspectives” pp. 320-341 |
| 11/12 | Holiday - No Class |
| 11/14 | Exercise #5: Peer Reviews Due |
| 11/16 | Microtheme Group Discussion Reading: *Houses of History* “Public History” pp. 342-373 |
| 11/19 | Individual Consultations on Research paper and Presentation - Dr. Levine’s Office (Sign-up)  
These are 15-minute sessions and will commence at 1:00 pm and end at 5:00 pm |
| 11/21 | Holiday 11-22-11/24 - No Class |
| 11/26 | Presentations |
| 11/28 | Presentations |
| 11/30 | Presentations |

**Historian Research Papers are due on 11/30.**  
We will be meeting during finals week and discuss the research papers which will be returned to students.  

**Course Policies:**  
1. **Academic Dishonesty:** As defined in the CWU Student Conduct Code (11.B) includes both cheating and plagiarism. Plagiarism includes but is not limited to: (a) Directly quoting the words in any publication without using quotation marks or indented format AND proper footnote style to identify the citation. (b) Using altered wording, materials or ideas of others without properly identifying their source. If academic
dishonesty is confirmed, I reserve the right to issue a failing grade for the course.

2. **Students with Disabilities:** Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can provide implementation. Students with disabilities without this documentation should contact the Center for Disability Services, Boullion 140, DS@cwu.edu or call 509 963-1202 immediately.

3. **Interactivity:** All students, during class sessions must **turn off and put away** their cell phones and must **disconnect from the Web** for all other media. Other media only may be used for note taking. In addition, during class sessions students may not disrupt the class by leaving the room or making remarks to other students. It is up to the student to be in class on time. The focus and interaction with the instructor and fellow students is a key component of this learning experience and will be considered an important part of the participation grade.

4. **Attendance:** Due to the complexity of the history covered in this course and the necessity to understand this material, attendance and timeliness also will be considered in the participation grade. **More than six absences will automatically result in a failing grade.** A Doctor’s note will be necessary for medical absences.

5. **Office Hours are FOR Students:** Please drop by during office hours, whether you want to ask a question or share a conversation about the material or history in general. If my office hours are convenient for your schedule, we can schedule an alternative time.

**Course Assignments and Grading:**

Historical Methods is a seminar course and focuses on reading, writing, and discussions. There are no quizzes or examinations. Grades will be based on: A research paper and presentation, Microtheme essays and discussions, and discussion/participation. The major focus of the course is a developed historical research paper that will explore the life, works, and significance to history of a historian. There will be several exercises that will allow students to incrementally develop their research, writing, and analytical skills. These five exercises that result in a rough draft of the paper are described in detail below, along with the guidelines for the final, revised paper. The exercises are: Primary and Secondary Source Analysis (5%), Statement of Major Thesis (5%), Introduction/Overview of Paper Structure (5%), Rough Draft (15%) and Peer Review (5%); Final Revised Paper (35%) and Oral Presentation (5%).

There are two types of discussions: 1. **General Class Discussions** for readings from the *Pocket Guide to Writing About History* and two assigned readings; Participation in these conversations will be considered in the Discussion/Participation grade (10%). 2. **Microtheme Group Discussions** focus on the Houses of History and the two assigned readings. Students prepare for each reading ahead of time and bring to class a 500-word Microtheme essay. Microtheme essays are worth 15% of the grade and will be submitted at the end of each discussion section for which they are assigned. See below for Microtheme explanation, area of course focus, and grading scale. A sample essay is posted on Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Five Research/Writing Exercises</td>
<td>35</td>
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<tr>
<td>Final Revised Paper</td>
<td>35</td>
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<tr>
<td>Oral Presentation</td>
<td>5</td>
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<tr>
<td>Microtheme essays</td>
<td>15</td>
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<tr>
<td>Discussion/ Participation</td>
<td>10</td>
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Late Submission Policy & Helpful Tips:
This is a highly interactive class and both attendance and participation will be considered. Students are expected to complete their assignments in a timely manner and computer glitches are not an acceptable reason for delayed assignments. The Microthemes are reduced in the grading scale for each day they are late and will not be accepted beyond the class session after they are due. I will not accept late submissions of the exercises or the final paper.

Helpful Tip #1: Always Back Your Work Sessions on an External Flash Drive. That way no matter what happens to your hard drive or printer, you always can submit your work in a timely manner.
Helpful Tip #2: Consider completing assignments a few days ahead of time. This assures you receive full credit for your work, by not experiencing difficulties on the due date, AND you have time to reflect and maybe redraft portions of your work, if you so choose.

DISCUSSION DYNAMICS:
Discussion can be enhanced by keeping in mind a few discussion roles:

| Initiating: Introduce yourself and your major when you have your first discussion with a group. | Giving & Asking for Information Assume that your fellow students may know the answer to something that you wondered about in the reading. |
| Giving & Asking for Reactions If you are a shy person or a curious person, do not be afraid to put your point forward and ask that students react to your idea. In addition, respond to the ideas of other students, and not just focus on your own points. | Restating & Giving Examples When was the last time you had an argument because of miscommunication? An important Discussion skill is to concretely restate or give an example to clarify what another speaker has put forward. You might be surprised that you didn't understand their idea. |
| Confronting and Reality Testing You have the right, even the responsibility to disagree from time to time. However, there is constructive disagreement and non-constructive disagreement. Name calling, denigrating the intelligence or abilities of your classmates is not only uncivil, but it will not be tolerated in this course. If you do not agree with an idea, mention that there might be merits, but you do not think it is totally correct. A good phrase when you do not agree would be "I would suggest..." | Synthesizing & Summarizing This is a very valuable discussion dynamic. How to integrate what we learn with other learning and life experiences enhances the value of the conversation for everyone. |

The Microtheme Assignment for Reading Discussions
What is a Microtheme essay?
The idea behind a microtheme is to present an argument about an assigned topic or question as clearly and concisely as possible, without sacrificing evidence to support the microtheme’s thesis. In order to create such a concise argument, you should not concern yourself with crafting elaborate introductions and conclusions. In fact, when complete, a microtheme should ideally have the feel of an outline created in sentence and paragraph form, with transition statements linking the main supporting points of an argument.

Microtheme Theme Assigned Question
The Microtheme essay assigned question is: How does the reading expand our understanding and practice of the discipline of history? For the Houses of History, students should draw evidence from both the explanation and the excerpted essay.
A successful microtheme should do the following:
include a very brief, 1-2 sentence introduction which presents the argument of the paper and sets up its organizational plan, include clear supporting paragraphs which state the supporting point of the paragraph, give specific textual evidence to support the claim made, and relate the evidence back to the thesis, with thoughtful explanation demonstrate a strong understanding of the assigned question and texts used to support the argument avoid wordiness, and express its argument in approximately 500 words (ca. 1½ pages, typed and double-spaced) be free of grammatical and other surface mistakes (i.e. spelling errors)

Two suggested approaches for this class:
The Summary-Writing Microtheme
The student must read a body of material, discuss its structure (main idea, supportive points, connections among its parts), condense it while retaining its hierarchy, and eliminate frill in order to write a summary. This exercise strengthens reading comprehension and writing ability. It also targets "egocentrism," that is the tendency of the "maturing" student thinker to impose personal opinion on data, veer from the topic, and distort an author’s perspective.

The Thesis-Support Microtheme
The student must take a stand and defend it. A topic citing Spock’s childhood permissiveness as the cause for the sixties revolution becomes the thesis "The student revolutionary movement in the sixties was not causally related to..." This exercise strengthens the ability to discover, state, and defend an issue, using clear evidence and logical reasoning.

Microtheme Grading Criteria [Scale of 1-6]
6-5 Microthemes in the category will show a confident understanding of the history [school of historical thought, methods of research, interpretative perspective] concepts and will support the thesis with effective reasons and evidence for the intended audience. A 6 theme will be clearly written throughout, will contain almost no errors in spelling, punctuation, or grammar, and will have enough development to make a convincing case. A 5 theme will still be successful in arguing the case but may have more errors or somewhat less development than a 6. The key to microthemes in the 5-6 category is that they must display a correct understanding of the concepts and use argumentative strategies and evidence appropriate to the discipline. If your microtheme is in this category you are thinking like a historian.

4-3 Microthemes in this category will reveal to the instructor that the writer probably understands the concepts, but lack of clarity in the writing or lack of fully developed explanations means that the microtheme would not make an effective case to the specified audience. Microthemes in the 4-3 category are usually "you know what I mean" essays: Someone who already understands the concepts and knows the assignment can figure out what the writer is doing; but a new reader would be confused and unpersuaded. This category is also appropriate for clearly written essays that have some misunderstandings of the concepts or flaws in the argument. It may also be appropriate for strong arguments marred by frequent sentence level errors.

2-1 These microthemes will be unsuccessful either because the writer fails to understand the concepts, because the argument is illogical or undeveloped, or because the writing is so unclear that the instructor cannot determine how much the writer understands. This score is also appropriate if the microtheme is well written but shows a major misunderstanding of the concepts.

A Sample Microtheme essay is posted on CANVAS
Historical Methods - Research and Writing Exercises - An Overview
The objective of these writing history workshops is to reinforce good research and writing skills that produce excellent historical analysis and narrative. There are five exercises in research and writing that lead up to the production of the Rough Draft. All exercise assignments are posted on CANVAS.

Exercise # 1:
- Overview Analysis of the Primary and Secondary Sources
  - Also includes bringing the sources to class.

Exercise # 2:
- Statement of the Major Thesis – arguments and research sources
  - Also includes notecards or equivalent research notes.

Exercise # 3:
- Introduction and overview of the paper structure that includes:
  - The Major Thesis Statement that covers the main idea of the research
  - 2-3 smaller arguments/issues that are uncovered in the paper
  - Organization of the paper briefly discussing what each section of the paper will cover

Exercise # 4: The Research Paper Rough Draft – Main Body and Conclusion
Include your Introduction and Overview and write the Main body of the research paper divided into sections that narrate the history that will support your main thesis. The narration must be supported with both primary and secondary sources citations, in-depth research, and a bibliography that includes the relevant sources. Transitions and headings need to be helpful guides for the reader to follow your arguments.
- Conclusion that draws together your main thesis with your narrative. You need to both summarize and provide compelling writing, so the reader will seriously consider your historical arguments and ideas.
- Formatting, grammar, pagination, and style will be done as if for the final draft.
- A title page with the paper title, student name, date, and class information/term will be included. The students will print out a copy for the instructor and one for a peer review (Exercise # 5).

Exercise # 5:
- Peer Review of Rough Draft with Evaluation Sheet
  - Each student will review another student’s paper and will fill out an assigned evaluation sheet. They will bring two copies of their evaluation to class, and students will read and discuss their critiques in small groups. Students need to be constructive and thoughtful. Peer reviews will be submitted at the end of the session to both the student reviewed and the instructor.

NOTE: Students are expected to utilize the material from Rampolla, A Pocket Guide to Writing History. There are great tips for everything from finding sources, how to evaluate them, to organized notetaking and research practice, to writing guidelines. The highlighted analytical boxes are particularly useful.
Historian Research Paper/Presentation: Guidelines & Requirements

Assignment:
Each student is responsible for a 10-12-page course research paper on a specific historian. You should cover your historian’s:
  o Brief biography (not more than 2 pages)
  o Main historical ideas
  o Works of history
  o Overall contributions and the significance to the discipline of history

The paper should be double-spaced with 1" margins on each side, 11-point font (optima, arial, or times roman), and page numbers are to be included. The paper length may not exceed 12 pages of narrative. The bibliography is not included in the 10-12 pages. The grades will be based on content, critical thinking and style. Students will each prepare an oral presentation on the historian that they select.

To summarize:

<table>
<thead>
<tr>
<th>10-12-page course paper, double spaced, typed, 1” margins and 11-point font (arial, optima, or times roman), include page numbers for the paper</th>
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</thead>
<tbody>
<tr>
<td>Page limit does not include bibliography</td>
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<tr>
<td>Grades will be based on content, critical thinking, and style</td>
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1. EVIDENCE AND ARGUMENT
1. You must write a narrative that covers your topic area, that is primarily based on research of the written sources (books, journals, and magazines). You must use both primary and secondary sources.

2. Students must use footnotes or endnotes throughout the paper. The source of the evidence is of utmost importance for the reader. You must substantiate with evidence. The best way to do this is to coordinate a series of facts, even more than one source, and put the argument/ideas in your own words. If you directly use the source, this is called a quotation. There are two types of quotation, a short quotation, and a long quotation. The short quotation is incorporated in the paragraph and surrounded by quotation marks at both ends. Any quote over five lines is considered a long quotation, and is made into a block quote, which is single spaced, indented and does not have quotes at the front and end.

3. Plagiarism is the copying of another work. You must cite any quotes and substantiate your information. The wholesale, uncited copying of another work is equal to theft. Any plagiarism will be followed by prompt action on the part of the instructor as outlined in the course policies.

4. You should have a main theme and arguments in your paper and use evidence to support it logically. I will be looking at overall structure and coherence, introduction, main body and conclusion.

5. Sources may include digital sources, properly attributed and cited.

To summarize:

| Evidence must be supported with citations |
| Do not use quotes extensively, try to synthesize ideas in your own words. |
| Direct Quotes may be short or long (block) |
| Plagiarism is unacceptable and will be followed by disciplinary proceedings. |
| Main Theme is a key element |
| Overall Structure & Coherence - Introduction, Main Body and Conclusion |
II. ELEMENTS OF STYLE
1. Be careful of grammatical usage and spelling errors. As examples to remember:
   √ This is a formal paper and casual language usage is inappropriate, (eg. "Mr. Nguyen was all screwed up).
   √ Contractions are not acceptable. Instead of writing "Didn't," you should write "Did not."
   √ One of the most common grammatical errors is to mismatch verb tenses.

If you need a review of grammar, consult style manuals such as Kate Turabian, or the Chicago Manual of Style. Several word processing grammar and spelling checkers are also available for word processors. The best way to prevent against inadvertent grammar and spelling errors is to check and double check your paper.

2. In citing your evidence (either for the information or quotation), you must you either a footnote or an endnote.
   Please use the following forms of citation:
   **Footnote or Endnote**
   **Book**

   **Article**

3. You should have a Bibliography at the end of your paper. Please use the following forms of citation:
   **Bibliography**
   **Book**

   **Article**

4. If you are citing the immediately preceding work than there is no need again to give the whole citation. You may use the following as a form of citation: *Ibid.*, p.#. Or you also may choose to repeat the shortened form of author, title, and page number.

5. If you are not citing the work immediately preceding, then use the shortened form of author, title, page #, eg.: Kriegel, "Generational Difference," pp.25-27.

6. There are resources such as open-source, free software such as Zotero (recommended by CWU Brooks Library) to automatically format both your citations and bibliography in the appropriate style (Chicago Manual, author-date). Zotero also will allow you to attach PDFs of articles and to put in notes as you capture the sources and conduct your research.

To summarize:

Grammar Counts!
Spelling Counts!
Form of Citation for Footnotes/Endnotes and Bibliography Counts!
Some Guidelines for your Oral Presentation

1. Presentations should be 8-10 minutes. You should cover your historian’s:
   - Brief biography (not more than 2 minutes)
   - At least two main historical ideas
   - Works of history – cover 1-2 main works
   - Overall contributions and the significance to the discipline of history

2. Each presentation must distribute a handout for everyone in the class at the end of their presentation that includes:
   (i) A written timeline of the historian
   (ii) 3-5 main points about the historical theories or outlook of the historian
   (iii) A short excerpt from their works (2-3 pages)
   (iv) A suggested bibliography of works by the historian and about the historian
   The handout will allow each student to magnify the benefits of the course by having a file on different historians and the practice of history.

3. During your presentation, do not read your written paper or look at a PowerPoint presentation while speaking! You should have a separate oral presentation, which can be on note cards or follow an outline of your making.

4. By not procrastinating and finishing your paper early, you can ensure a quality oral presentation.

5. Practice! Practice! Practice! 30 minutes a day of practice for the week before your presentation will give you confidence. Get some family member or friend to critique your performance.

Presentations will be graded on:

Organization factors: Main idea, kinds of evidence used, and flow of the parts into a coherent whole

Delivery factors: Clarity of presentation, apparent knowledge of subject, transmission of knowledge

Content factors: The life, works, ideas, and significance of the historian

Other factors: Organization of handout, ability to follow instructions, quality of the PowerPoint if this medium is selected

Historian Topic Statement Form (Due 10/1) [Doc downloadable on CANVAS]  
Please download and type in information

Name___________________

1. Historian (include dates):

2. Why do you want to study this historian?

3. Include a preliminary, brief, time line of life history of this historian:

4. Sources: (At least 2 primary and 3 secondary sources at this stage – One sentence description of each source):