

History 301: Methodologies of History
Mondays & Wednesdays, 11-12:15
LA3-205

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Office hours: Monday, 4-5 & Wednesday, 9:30-10:30
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Course Description:

This is a required course for all history majors in the first semester of upper-division work, and it will introduce the history major to the study and practice of history. The assignments in this course will develop your skills as a historian: how to ask interpretive and methodological questions; how to research primary and secondary sources; how to use and evaluate evidence; how to footnote and use bibliographies; how to present findings and argue persuasively; how to write a historical study. The skills you learn and the experience you gain in this course will help prepare you for upper-division courses in the history major. Furthermore, students will be introduced to the concept of portfolios and the process of compilation. While this course is sort of a “necessary evil,” it is also a good opportunity for you to do your first in-depth exploration your interests in history. With the exception of a few topics; you are free to write on whatever topic you like.

Course Materials to Purchase:

at campus bookstore, also available online (bigwords.com is a good place to find cheap used texts)

- John H. Arnold, *History: A Very Short Introduction* (2000) (not available on reserve)

(The following are all available on 3-hour reserve at the library as well)

- Jules R. Benjamin, *A Student's Guide to History*, 9th ed. (2004)
- Michael Harvey, *The Nuts & Bolts of College Writing*
- Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*
- Joyce Chapin, *Subject Matter: Technology, the Body, and Science on the Anglo-American Frontier, 1500-1676*

course packet at Copy Co, 2155 N. Bellflower, 961-1123

possible additional course materials on beachboard

Requirements & Grading

Participation: Students must come to class having read and thought about the week's material, and should demonstrate their knowledge by participating in class discussions, and completing in-class worksheets and activities as assigned. Attendance without participation is insufficient, and will be reflected in final grades.

This grade also includes all homework assignments or other portions of class work not calculated in this breakdown. *Each assignment you fail to turn in will mean 1 point off your final grade in the course.* The professor can also use her discretion to further penalize students who are grossly negligent about completing homework or in-class assignments. This can be very damaging to your grade so be careful!

Value: 10%

· Topics that you may not write on include: sports, WW1, WW2, the Korean war, popular culture in the United States after 1950. There may be other topics that are prohibited, and there may be exceptions on a case-by-case basis (except for sports), but it's best to make everyone's life easier and not choose topics related to these themes.

Attendance:

possible negative points

Attendance in class is mandatory. Absences are not excused unless they meet university regulations (see below.) Arrival in class more than 5 minutes after class begins counts as an absence, even if you remain in class for the entire session. Leaving early also counts as an unexcused absence.

Each unexcused absence counts for one point off your total final grade in the course. This can have a seriously negative impact on your grade. If you are the type of person who misses classes or is late frequently, this is probably not the best class for you.

Writing Assignments: All work (except in-class essays) must be typed, double-spaced, with standard margins and twelve-point font, and must be turned in that the beginning of class the day that it is due. Students will be required to rewrite assignments that (1) are lacking in proper analysis, (2) are replete with grammatical or spelling errors, or (3) do not meet basic requirements of the assignment.

1. Mini-Papers: Students will write three mini-papers over the course of the semester, addressing either theoretical concepts in the readings or a particular stage of the research process. *All of these are to be 1 page, double spaced, 12-point font. You must save them all and include them in your portfolio at the end of class.* Such essays will typically begin with an explanation of why the goal is important. This will be followed by a section where students present evidence that they have achieved or made progress towards this goal. The evidentiary portion of the essay should include an explanation of the work process that led up to the evidence supplied, and a clear explanation of how that evidence directly relates to the goal. Implicit in these essays should be an understanding on the part of the student of how a particular goal relates overall to the study of History. At times we may work together in class on a particular week’s goal. If this is the case, then students may use the material discussed in class as part of their demonstration

Due: Multiple due dates **5 points each** ⇒ **total value: 15%**

2. How to Read a Historical Monograph Assignments: These are assignments designed to help you learn how to effectively and quickly read a historical monograph. You will have five one-paragraph summaries of different portions of the monograph we are reading due at different times. This assignment culminates with a 2-page critical analysis paper.

Due: Paragraph Summaries: Multiple Dates **1 point each** = **total value: 3%**

Due: Critical Analysis: Wed Mar 24 **5 points** = **total value 5%**
total assignment value **:8%**

3. Research Paper: 10-12 pages double spaced, 12-point font. This is the culmination of the course: a paper to be written on the topic of the student’s choice, chosen in consultation with the professor. The paper will be completed in the stages outlined below, and all stages in the project must be completed in a timely fashion in order for the final submission to be considered for a grade. The final paper should reflect both what the student has learned, and what questions still remain. The paper should be considered an exercise on how to write a research paper, how to raise and answer historical questions in an organized, analytical, and well-supported manner. Still, the finished project should be a well written, carefully edited, and considered piece of work.

Stages for writing the final paper:

- *Topic proposal:* Students will spend the first few weeks of the semester thinking about a possible paper topic. Think about what interests you – regions, historical periods, movements, or phenomena (remember: everything has a history). Consider what type of questions you might ask in this paper, and what this project will demonstrate. What types of primary sources might you use? One paragraph.

Due: Wed Feb 10

Value: 2%

- * *Preliminary Paper Proposal with working bibliography*: This is a 2-paragraph paper proposal. It will include the questions you are interested in, and how you think the topic you have chosen may address them. You will also include a list of 10 sources you will use. This bibliography is not annotated.

Due: Mon Feb 22

Value: 5%

- *Revised proposal with annotated bibliography*: The revised proposal must feature a working thesis statement, the historical questions the student is trying to answer, the sources s/he will be using, and the kinds of evidence that are available. An annotated bibliography consists of full citations of your sources, followed by a brief note for each explaining the contents, relevance, and value of the specific body of material.

Due: Wed Mar 3

Value: 10%

- *Outline of paper*: to be completed in accordance with guidelines handed out in class.

Due: Mon Mar 15

Value: 5%

- *Drafts*: Students will turn in a draft of the research paper and receive feedback from each other (first draft) and the professor. Groups of 3-4 students will read other students' papers and write detailed critiques (format to be explained in class). NOTE: no points will be awarded for a first draft written by a student who does not submit critiques of colleagues' papers.

Due: Wed Apr 7

Value: 10%

- *Oral presentation of research paper*: The oral presentation will be in class and will present each student's work in progress. Students will be expected to effectively present visual sources where appropriate. On the day of the presentation, students will bring to class a current version of their paper, as well as copies of an outline of the presentation for everyone. The presentations should explain what the topic is, the questions they are trying to answer, the conclusions they are drawing, their approach, difficulties they had or are having, and questions that still remain unresolved. Other students will provide feedback.

Due: May 3, 10, 12

Value: 5%

- *Final paper: must be submitted in both paper and electronic format.*

Due: Wed May 12

Value: 20%

Portfolio: The capstone of this course is the submission of the 301 portfolio, a comprehensive overview of your mastery of course concepts (see p. 3), and your development as a historian. The portfolio will feature a number of reflective essays. Most (though not all) work completed over the course of the semester will become a part of the portfolio, so save everything. Your portfolio should be in a soft-cover three ring binder. All items must be the version that was turned in and has the professor's comments. Points will be deducted for sloppy portfolios.

Due: May 12

Value: 10%

ADDITIONAL ASSIGNMENT DUE DURING FINAL EXAM PERIOD T.B.A.

SCHEDULE

(NOTE: All readings **MUST** be completed before class for which they are listed.)

Week 1: Jan 25 & Jan 27

Monday *Topic:* Course Introduction
Assignment: 1) Obtain a campus e-mail account (or register your existing account with CSULB) and send me an e-mail from it by Thursday morning.
 2) Spend half an hour on the History Channel website [www.historychannel.com], and prepare for discussion: What is the vision of history that this organization seems to be presenting?

Wednesday *Topic:* What is history? What are the main approaches historians use?
Reading: History Dept. Writing Handbook (all); Benjamin, ch. 1 & TBA
Activity: Complete in-class editing worksheet; discuss History Channel assignment.
**bring your History Department Style & Grammar Manual to class today*

Week 2: Feb 1 & 3

Monday *Topic:* Using the Libraries – **MEET IN LIBRARY @ 11:00 in Spidell Room**
Reading: Benjamin, pp. 83-93; skim pp. 178-212
Activity: Complete library handout

Wednesday: *Topic:* Taking notes; quoting and paraphrasing
Reading: Benjamin 37-46 and Michael Kwass, "Big Hair: A Wig History of Consumption in Eighteenth-Century France"
Due in class: Using what you read in Benjamin about how to take notes, take notes on the Kwass article and bring them to class with you.

Week 3: Feb 8 & 10

Monday: **Furlough Day – No Class**

Wednesday: *Topic:* Historical Objectivity/Primary & Secondary Sources
Reading: Arnold, Chapter 3 & 4, Benjamin Pages 100-110
Activity: discussion of paper topics & historical objectivity/sources
Due in class: Mini-Paper #2: What are the challenges to historical objectivity? Is it an achievable goal?
Also due: Topic Proposal

** In today's class we will be briefly discussing our paper topics, so you must have your idea formulated. This will include briefly what your argument will be and what some primary sources you might use will be. You must turn in a 1 paragraph summary of your paper idea.*

Week 4: Feb 15 & 17

Monday *Topic:* Topics, Themes & Theses
Reading: Benjamin, 77-81, Arnold Chapter 5
Activity: Discussion
Due in class: Mini-Paper #3: Using your topic, explain the process of narrowing broad questions to more focused and historically significant ones.

Wednesday *Topic:* How to Write Effectively
Reading: *Nuts & Bolts of College Writing* (entire)
Activity: writing exercises in class
Due in Class: homework assignment

Week 5: Feb 22 & 24

Monday *Topic:* The proposal
Reading: Benjamin, pp. 82-83, Arnold Chapter 6
Activity: Discussion of topics
Due in class: Preliminary proposal with working bibliography

Wednesday *Topic:* Working with primary sources
Reading: *Pedro de León Portocarrero's Description of Lima, Peru*, early 1600s
Activity: critical analysis of a primary source
Due in class: worksheet on *Pedro de León Portocarrero's Description of Lima, Peru*.

Week 6: Mar 1 & 3

Monday *Topic:* Non-textual sources
Reading: Benjamin, 25-37
Activity: Analysis of non-textual sources
Due in class: Mini-Paper #4: Find two non-textual (i.e. visual, material, media, oral, quantitative, or statistical) primary sources that you think may be useful for your final research paper, and analyze each according to guidelines handed out in class. Be sure to print out images of any visual sources and include them with your paper.

Wednesday *Topic:* Footnotes and bibliographies
Reading: Benjamin 130-158
Activity: practicing footnotes and bibliographies
Due in class: Revised Proposal w annotated bibliography
Exercise on Writing a Bibliography

Week 7: Mar 8 & 10

Monday *Topic:* How to Read a Historical Monograph
Reading: Benjamin, 19-25
Chapin, Introduction
Activity: reading strategically exercises
Due in class: one paragraph summary of what the book is about (based on the introduction)

Wednesday *Topic:* How to Read a Historical Monograph
Reading: Chapin, Chapter 1
Activity: discussion of Chapin
Due in class: one paragraph summary of each chapter

Week 8: Mar 15 & 17

Monday *Topic:* How to Read a Historical Monograph
Reading: Chapin, Chapters 2 & 3
Activity: discussion of Chapin
Due in class: one paragraph summary of each chapter
also: outline of final paper

Wednesday *Topic:* How to Read a Historical Monograph & Write a Critical Analysis Paper
Reading: Chapin, Chapters 4 & 5, Selected documents from packet TBA
Activity: discussion of Chapin & How to write a Critical Analysis Paper
Due in class: one paragraph summary of each chapter

Week 9: Mar 22 & 24

Monday **No Class Meeting – Furlough Day**
Topic: How to Read a Historical Monograph
Reading: Chapin, Chapters 6 & 7
Due ONLINE: one paragraph summary of each chapter

Wednesday **No Class Meeting – Furlough Day**
Topic: How to Read a Historical Monograph
Reading: Chapin, Chapter 8 & Conclusion
Due ONLINE: Critical Analysis Paper

Week 10: Mar 29 & 31 SPRING BREAK NO CLASS

Week 11: April 5 & 7

Monday *Topic:* The first draft
Activity: discussion of progress of drafts

Wednesday *Topic:* The first draft
Due in class: FIRST DRAFT DUE: bring three copies
Assignment: over the weekend, you must read & critique your group mates' papers, using the form provided

Week 12: April 12 & 14

Monday *Topic:* Revisions & Critiques
Reading: Benjamin, pp. 158-160, your group mates' papers
Activity: critiques in breakout groups
Due: written critiques of your group mates' papers

Wednesday *Topic:* Revisions & Critiques
Activity: critiques in breakout groups
Due: written critiques of your group mates' papers

Week 13: April 19 & 21

Monday *Topic:* The 301 Portfolio and The Passive Voice, your worst enemy
Due: 2-4-page dbl-space, 12-point font essay on how you have developed as a historian throughout this class. As it will appear as the first item in your portfolio as an introductory piece, your essay should include a discussion of the materials you are including in your portfolio. It should also demonstrate the growth of your historical knowledge thus far in your college career.

Wednesday **No Class Meeting – Furlough Day**

Week 14: April 26 & 28

Monday Topic: Finalizing & Preparing
Activity: Discussion of upcoming oral presentations
 Individual Meetings with Dr. Berquist

Wednesday **No Class Meeting – Work on your own**
Topic: Finalizing & Preparing
Activity: Work on Research Papers!

Week 15: May 3 & 5

Monday **No Class Meeting – Furlough Day**

Wednesday Oral Presentations

Week 16: May 10 & 12

Monday Oral Presentations

Wednesday Oral Presentations
Due in class: Final Version of Paper (no extensions) and Portfolio (no extensions)

Additional Final Assignment TBA – due during regularly scheduled final exam time