HIST 290: Historical Methodology

Instructor: Dr. William Campbell
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Office Tel: 530.898-6664
Office Location: Trinity Hall, Rm. 215
Office Hours: Wednesdays, 2:00 – 3:00pm; Thursdays, 12:30-2:30pm
Class Time and Location: Wednesdays, 3:00-5:50 pm, HOLT 350.

Course Description:
Introduction to the discipline of history and historical methods. This course emphasizes the need to acquire writing, research, and verbal communication skills appropriate to the discipline, as well as an appreciation for the importance of historiography or different historical interpretations. This course is required of history majors and is ideally taken the semester that the history major is declared.

Course Structure / Internet and Computer Requirements:
This class has an online component. More specifically, you will be required to access readings and complete term tests, ONLINE. As a result, it is your responsibility to secure a reliable internet connection and computer. I have no way to validate whether or not your “server crashed,” your “computer fried” or if your “dog disconnected the modem” while you were taking an online test. As a result, I strongly suggest using one of the many university computer labs to complete your term tests. If you choose to take the tests in the comfort of you own home, and on your own computer, you are agreeing to take responsibility for whatever unforeseen events or technical problems that may impede your progress in this class.

Student Learning Objectives:
1. Student’s work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student’s work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student’s work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student’s work reflects an understanding of historiographic traditions.
6. Student’s work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one “Non-Western” area.
7. Student’s work reflects an understanding the roles of race, class, gender, or ethnicity in history.

Required Readings:
4. Selected materials (online).

Method of Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value (Percentage)</th>
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</thead>
<tbody>
<tr>
<td>1. Participation / Discussion</td>
<td>30</td>
</tr>
<tr>
<td>2. Short Assignments</td>
<td>40 (4 @ 10% each)</td>
</tr>
<tr>
<td>3. Research Project and Presentation</td>
<td>30</td>
</tr>
</tbody>
</table>

1. Participation / Discussion: (30 percent)

For those students seeking to not only pass but to do well in the course, regular, informed, and thoughtful participation during “Discussion” periods will be crucial component of HIST 290. The participation grade will be based on regular attendance, preparation, and the quality of contributions made by the student. Remember, the only way I can tell if you have read the course material is if you talk. Each student will be given a participation self-evaluation sheet. Besides being able to answer questions directly related to the weekly readings, some basic questions to keep in mind while preparing for discussion include: “How do the authors differ in their arguments?” “What arguments do you find more convincing, interesting, etc. and why?” Students are expected to be on time and to conduct themselves with decorum and courtesy in the classroom. Telephones and any other electronic devices that ring, beep, clang, buzz, etc. must be turned off during discussions (and during lecture).
2. Short Assignments (4 @ 10 percent each)

No. 1: **CONSTRUCTING AN ARGUMENT**
DUE DATE (In class): 12 September 2012
Using ONLY on the primary and secondary sources provided online, assess the evidence for and against the allowing for Creation Theory to be taught as an alternative to evolution in American public schools. Write a defense of your opinion. You must include reference to at least 1 secondary source, 1 primary source, and 1 internet-based source. Cite all consulted sources, and organize the “mini-essay” in the same way you would write a formal research essay for any other history class (Introduction, Thesis statement, body paragraphs, conclusion, etc.).

Page limit: 4 (Times New Roman, double-spaced).

No. 2: **GRADING**
DUE DATE (In class): 26 September 2012
During Weeks 3, 4 and 5, as the class reads and reviews Marius and Page’s A Short Guide to Writing About History, each student will be tasked with grading one of their peer’s Short Assignment No. 1. Close reasoning, sound judgment, and thorough and constructive grading is very important to both the teacher and student of history. Thus, not only will the instructor “grade” the content of Short Assignment No. 1, he will also be grading the grading techniques of each student.

No. 3: **NOTE-TAKING**
DUE DATE (In class): 10 October 2012
Taking into consideration the lessons and tools learned Marius and Page re: “Note Taking” (pp. 88-99), read and take notes on every chapter of Arnold’s History: A Very Short Introduction.

Page limit: undefined; font and spacing may vary

No. 4: **BOOK REVIEW**
DUE DATE (In class): 30 October 2012
Taking into consideration all of the material read related to Nash et. al., History on Trial, write a formal book review. Be sure to consult Marius and Page (pp. 74, 147, 154-156, 181-193) re: “Reviews of Books,” as well as the following links:

http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml

http://apps.carleton.edu/curricular/history/study/criticalbookreviewl


3. Research Essay and Presentation: (40 percent)

DUE DATES: Various (See the schedule for the last three weeks of class)

Each student will be required to research, write, and present a formal 15-20 minute presentation on the history, significance of, and relation between of one of the following topics as they relate to the study and writing of history:

- Modern History and Leonardo Bruni
- The Annales School and Fernand Braudel
- Cliometrics and Robert William Fogel
- Comparative History and Herbert E. Bolton
- Counterfactual History and Niall Ferguson
- Cultural History and C. Jakob Burckhardt
- Cyclicalism (Social Cycle Theory) and Oswald Spengler
- Ethnography and William Fenton
- Women’s History and Nancy Cott
- Gender History and Kristin Hoganson
- Marxist History and Karl Marx
- Deconstruction and Jacques Derrida
- Diplomatic (Rankian) History and Leopold von Ranke
• “Great Man Theory” and Thomas Carlyle
• Metahistory and Hayden White
• Microhistory and Emmanuel Le Roy Ladurie
• Poststructuralism and Michel Foucault
• Psychohistory and Lloyd deMause
• Whig History and Herbet Butterfield
• Theodicy and Francis Fukuyama
• Spatial History and Richard White
• Postcolonialism and Frantz Fanon

Because writing and public speaking are critical skills to acquire and develop, this component of the class should not be taken lightly. Given this task constitutes 40 percent of the final class grade, students should plan and prepare accordingly. Further, although the presentation may not follow the exact wording and style of the written component, each student must submit the written component in formal essay form. Both the presentation and accompanying essay will be graded, so be sure to submit a well-organized, researched, and appropriately cited essay. A sign-up sheet for presentation dates will be circulated during the third week of class for topic selection.

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**Late Policy:**

The late policy for HIST 290 is straightforward: failure to submit any of the noted assignments by the stated due dates will result in a zero on the assignment. Exceptions will only be made for those students that can provide medical documentation due to an emergency. Forgetfulness, a busy work schedule, and/or anything else that cannot be documented as a medical emergency are not acceptable excuses.

**Grade Chart:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>F</td>
<td>0-59.9</td>
</tr>
<tr>
<td>D</td>
<td>60-66.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.9</td>
</tr>
<tr>
<td>C</td>
<td>74-76.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>B-</td>
<td>80-83.9</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
</tr>
<tr>
<td>A</td>
<td>94-100</td>
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**Blackboard Learn:**

Blackboard Learn will be used as a platform to deliver the Mid-Term exam, post announcements, and to provide basic course information. Thus, if they have not done so already, students should familiarize themselves with Blackboard Learn. *Lecture slides will NOT be posted online, so please do not ask the Instructor to do so.*

**Absences and Missed Tests:**

I do not take attendance, but failure to attend class, participate in discussion, and complete the assigned readings will do wonders if the goal is to fail this class. **Moreover, absences that result in a missed assignment cannot be made-up unless it is due to documented an illness or family emergency.** In these cases, the instructor must be provided with official documentation by the student. Please see the “Late Policy” above for further reference.

**Documented Disabilities:**

If you have a documented disability that may require reasonable accommodation, please contact me privately and also contact Disability Support Services (DSS) for coordination of your academic accommodations. DSS is located in the Student’s Center. The DSS phone number is 898-5959; the V/TDD or Fax is 898-4411. Visit the DSS Web site at [http://www.csuchico.edu/dss/](http://www.csuchico.edu/dss/)
Academic Integrity:

“The students, faculty, administrators, and staff of CSU Chico are committed to a culture of honesty in which members of the community accept responsibility to uphold academic integrity in all they say, write, and create.” CSU Chico values academic integrity. So do I. Therefore, all students must understand the meaning and consequences of cheating and other academic offences outlined in the university’s Executive Memorandum dated 24 June 2004. For detailed information, please see http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm. Failure to comply with the regulations of the university will result in a failing grade in the course, and could result in expulsion. Ignorance is not an excuse, and those caught will be prosecuted.

Weekly Readings and Lecture Schedule:

<table>
<thead>
<tr>
<th>DATE</th>
<th>Week 1 (08/29): Lecture: Introduction, Course Outline, and Expectations</th>
<th>Discussion: What is history? How does one research and write history?</th>
<th>Weekly Readings: Marius and Page, Chapters 1-3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Week 2 (09/05): No Class:</td>
<td></td>
<td>Mini-Essay Preparation (Short Assignment No. 1)</td>
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<tr>
<td>Week 4 (09/19):</td>
<td>Lecture: Writing History: The Basics, Pt. 2</td>
<td>Discussion/Peer Evaluation: Marius and Page, Chapters 4-5 / Short Assignment 1.</td>
<td>Weekly Readings: Marius and Page, Chapter 6 and Appendix A-C.</td>
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<td>Week 5 (09/26):</td>
<td>Lecture: Citation and Review</td>
<td>Discussion: Marius and Page, Chapter 6 and Appendix A-C / Short Assignment 1.</td>
<td>Weekly Readings: Marius and Page, Chapters 1-3</td>
</tr>
<tr>
<td>Week 6 (10/03):</td>
<td>(DUE) SHORT ASSIGNMENT No. 2 – END OF CLASS</td>
<td>Lecture: A History of History, Pt. 1</td>
<td>Weekly Readings: Arnold, Chapters 4-7</td>
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<tr>
<td>Week 7 (10/10):</td>
<td>(DUE) SHORT ASSIGNMENT No. 3 – BRING 1 PAPER COPY TO CLASS</td>
<td>Lecture: A History of History, Pt. 2</td>
<td>Weekly Readings: Nash et. al., Chapters 1-3; Nash interview at: <a href="http://www.historyaccess.com/garyb.nashinterv.html">http://www.historyaccess.com/garyb.nashinterv.html</a></td>
</tr>
<tr>
<td>Week 9 (10/24):</td>
<td>Lecture: History on Trial: The American Experience, Pt 2</td>
<td>Weekly Readings: Nash, et. al., Chapters 7-10</td>
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<tr>
<td>Week 10 (10/30):</td>
<td>(DUE) SHORT ASSIGNMENT No. 4 – BRING 1 PAPER COPY TO CLASS</td>
<td>Lecture: History on Trial: The American Experience, Pt. 3</td>
<td>Discussion: Nash, et. al. Chapter 7-10.</td>
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<tr>
<td>Week 11 (11/07):</td>
<td>Individual Meetings</td>
<td>(Essay/Presentation Preparation)</td>
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Weekly Readings:

- Marius and Page, Chapters 1-3
- Arnold, Chapters 1-3
- Nash et. al., Chapters 1-3
- Nash, et. al., Chapters 4-6
- Nash, et. al., Chapters 7-10
- Journal of American History
- The Wisconsin Magazine of History
Week 12 (11/14): No Class (Essay/Presentation Preparation)

19-23 November: Thanksgiving Break (No Classes)

Week 13 (11/28): Research Presentations (Presenters must pre-circulate their essays via email by 11/27)

Week 14 (12/05): Research Presentations (Presenters must pre-circulate their essays via email by 12/04)

Week 15 (12/12): Research Presentations (Presenters must pre-circulate their essays via email by 12/11)

Note: The syllabus outline and course requirements are subject to change as the instructor sees fit.