

History 200: The Keys to Historical Research
Lewis Clark State College, Spring 2015

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Course Description: What is history? What can history tell us about ourselves, our families, our communities, our societies, and the world around us? Can history help us to better understand contemporary issues? How can history be utilized to improve the communities we live in? What is the social role of the historian? How has history and the historian changed over the last 3,000 years? Each week through our readings, class discussions and lectures we will examine different elements of history. It will be up to you to determine how these different elements fit together and how you can utilize them to answer the questions above. In order to help you do that, you will design an original research project that examines a historical debate/issue. This class will pay special attention to the historical production process and the role of history and historians in the societies in which we live and those of the past. The class will also focus on developing research and writing skills specific to the discipline of history. If you are junior or senior this course will help prepare you for your senior research project. If you are a sophomore this course will help prepare you for upper division history courses. In any case this course functions as a type of "library boot camp" for historians.

I assume that you have successfully completed Eng. 102 and a couple of introductory history courses such as: History of Civilization to 1500 (HIST 101), History of Civilization Since 1500 (HIST 102), History of the U.S. to 1885 (HIST 111), History of the U.S. since 1885 (HIST 112).

Purpose/Goals: The Keys to Historical Research (HIST 200) fulfills one of the four Skills Components required for the Social Science Major. The purpose of the Skills Components as a whole is to prepare students for their Senior Research Seminar (SS 499) in which they will be required to design, develop, and present an original piece of research. HIST 200 is specifically oriented towards developing student skills to identify, understand, and connect the dots between the major pieces of scholarship on a particular topic. The rest of the Skills Component consists of Social/Political Philosophy (PHIL/POLS 200) and six credits from the following (depending upon your emphasis): Research Design (SS 3??), Statistical Methods (SS 300), Computers and Social Science (SS 384), Research Methodology and Statistical Concepts (SS 385), or Ethnography (SS 386). Social Science Majors should plan to take one skills course each semester. If you plan to enroll in SS 499 this spring, please let me know.

And even if you are not a SS major, by the end of the course, you should have a demonstrable understanding of the history of history. More generally, as a Social Science course, History 200 should help you to do at least some of the following:

- conduct historical/social science research
- think analytically about historical/social phenomena
- understand and apply historical/social science theories, concepts, and categories
- read and analyze works dealing with historical/social science issues
- write a clear, concise, and organized paper
- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to historical/social issues
- demonstrate a knowledge of the history and theory of historical/social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

Required Readings

- Jules Benjamin. *A Students Guide to History*.
- *Interpretations of American History, Vol 1: Through Reconstruction*. 8th Edition. Francis G. Couvares, Martha Saxton, Gerald N. Grob, George Athan Billias
- *Interpretations of American History, Vol 2: From Reconstruction*. 8th Edition. Francis G. Couvares, Martha Saxton, Gerald N. Grob, George Athan Billias.

- *Inhuman Traffick*. Rafe Blaufarb and Liz Clarke.
- [Syllabus for SS-499](#)
- [H-World](#); [H-HistMajor](#)

Grading and Evaluation

- 20% Class participation
- 10% 3 Page Annotated Bibliography w/ Introduction
- 10% 3 Page Analytical Book Review
 - 5% Optional Second Three Page Book Analysis
- 10% 4 Page Comparative Article Analysis
 - 5% Optional Second Four Page Formal Article Analysis
- 10% 10 Minute. Research in Progress Presentation and 10 min. of Q and A
 - To be based on your 4-6 page, polished rough draft.
- 30% 6-8 Page Historical Literature Review
 - Final Draft

Course Requirements

I. Class Participation

This course is heavily based on discussion and depends upon your active participation. Practically all of our discussions over the assigned readings this semester will be student led. The oral presentation of our ideas is an extremely important skill to develop, so come to class prepared to discuss the material. The better prepared you are the better our discussions will be. My main role in this course will be that of a facilitator. Although I will lecture at points, the responsibility for the direction and value of our class discussions will be shared equally among all members of the class.

For any individual reading be sure that you are able to: 1) identify/summarize the author's argument/main point(s); 2) identify & critique the evidence used to support this argument; 3) decide whether or not you were convinced; 4) explain your position; 5) support your position with additional source material; 6) connect the reading to other readings we have done (this may be difficult at first); 7) identify issues the reading brought up that you would like to know more about.

If after reading an individual selection you find yourself unable to do any of the above, that is o.k. In those cases (and there may be many of them) be sure you come to class with some questions about the reading. You will be expected to have written notes on each reading from which you can refer to during our discussions and I will ask to see them from time to time.

Almost every week I ask you to bring something related to your research project to class, failure to do so will be reflected in your class participation grade.

II. Three Page Initial Research Proposal (Annotated Bibliography)

The purpose of this assignment is to demonstrate that you have a topic, a direction, and historical material to work with. In it you should show me the you have done the preliminary legwork required to develop a historiographic essay on your topic. Your initial proposal will consist of:

1. A one-half page statement explaining what you propose to study and why this is a topic should be of interest to you or anyone else. This part should also have a preliminary breakdown of the various "schools of thought" or historical perspectives you anticipate finding.
2. An Annotated Bibliography which includes:
 - at least 15 total sources
 - at least one article from the *American Historical Review*, *Journal of American History*, or

Journal of World History

- at least two articles from 2 different scholarly journals in history

III. Three Page Book Review: using the guidelines at the end of this syllabus.

IV. Four Page Comparative Articles Analysis: using the same guideline as above.

V. Formal 10 minute Research in Progress Presentation and 10 minutes of Q and A: details forthcoming

VI. Six - Eight Page Historiographic Essay: You will receive more details on this assignment in the near future. Page Minimum DOES NOT include bibliography or chronology.

Attendance Policy: In addition to a reduced class participation grade, excessive unexcused absences (more than one -- our class only meets once per week) will have a detrimental impact on your final grade at the rate of one full letter grade for every unexcused absence beyond one. Expect a 20% final grade deduction for an unexcused absence on a day when student presentations are scheduled. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class for an extended period. Get any missed notes or assignments from a classmate.

Please Turn off your cell phone for the duration of this class.

Academic Honesty: You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. All written work that you hand in -- essays and examinations -- must be exclusively your work. In addition to receiving a failing grade in this course, expect expulsion proceedings to begin if I have to waste my time gathering the evidence to prove you submitted work that was not yours. Contact me if you are not clear on this point.

Disability Accommodations: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me. My office location and office hours are: . . . Students who request special accommodations should present a Faculty Notification Form from Disability Services which is located in the Student Counseling Center, RCH 111. Doug Steele is coordinator of Disability Services. If you have questions or concerns, please call extension 2211.

FERPA Statement: The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC's directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

Schedule

Due to the nature of this course, it is all but certain that this schedule will need to be revised from time to time. Additional reading material will be assigned as needed.

Week One 1/21

Discussion Topics and Readings:

- **Intro to Class**
 - [What is Historiography?](#) 2 MIN.
 - [What is Historiography?](#) By Mark Bowles 13 MIN.

- [Dissertation Literature Review - Guide for Graduate Students](http://www.youtube.com/watch?v=MyX3F_7gkLg) (http://www.youtube.com/watch?v=MyX3F_7gkLg) 5:21

- **Breaking the Ice**
- **Mass Advising**
 - [BA/BS Social Science w/ History Emphasis](#)
 - [BA/BS Social Science w/ History Emphasis and Sec. Ed. Certification](#)
- **SS 499**
- **The Project for this Course:** [Email examples of initial proposals; previous projects]
 - [How to write a literature review](http://library.ucsc.edu/ref/howto/literaturereview.html) from the University of California, Santa Cruz (<http://library.ucsc.edu/ref/howto/literaturereview.html>)
 - [A decent structure for a literature review](http://www.wisc.edu/writing/Handbook/ReviewofLiterature.htm) from the University of Wisconsin - Madison. (<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.htm>)
- **History Online (in class):** The Course Syllabus and Related Links
- **The Library for Historians:** TBA

Week Two 1/28

Discussion Topics and Readings: The Annotated Bibliography

- **Questions about the intent/expectations of the course**
 - "[The Historians Craft](http://www.historians.org/publications-and-directories/perspectives-on-history/september-2002/the-historians-craft)" by Tom Scott from the September 2002 issue of *Perspectives* (<http://www.historians.org/publications-and-directories/perspectives-on-history/september-2002/the-historians-craft>)
- **The Subject of History and how to/not to use it; What is history? What is the social role/function of historical knowledge and the historian?; How to read ... history wise and otherwise**
 - *A Students Guide to History*
 - Ch. 1 (16 p.); Ch. 2 (34 p.)
- **Historical Interpretation(s):**
 - *Interpretations of American History: Vol. 1*
 - Chapter 1: "Introduction": Everyone be prepared to present/discuss the main points of this essay
 - According to Gorb and Billias "Every generation of American scholars has reinterpreted the past in terms of its own age." What have been the major turning points in the interpretation of U.S. History? What do you think is the reason for revising historical interpretation?
 - **One page outline of Chapter 1** [Make this DETAILED and use for rest of chapters]

- Chapter 3: "American Indians: New Worlds in the Atlantic World" Everyone be prepared to present/discuss the main points of BOTH selections.
 - **Two page "Book Review" using guidelines below**
 - Last name begins A-L: Calloway
 - Last name begins M-Z: Saunt

- **Annotated Bibliographies**

- [Annotated Bibliographies](#) from Purdue's Online Writing Lab
- Heroes of Decolonization: A Bibliography by Eric Martin

History Online (in class): H-Net as a Resource, Subscribe to [H-World](#); [H-HistMajor](#) [No time 2010]

The Library for Historians: How is the Library Organized? [No Time 2012]

Week Three 2/4

Discussion Topics and Readings:

- **Potential Topics for our Historical Literature Reviews**
- **"How To Write History Assignments"**
 - Benjamin Ch. 3 (18p.)
- **"How to Research a History Topic"; Choosing a Topic; Developing a Thesis**
 - Benjamin Ch.4 (42p.)
- **Historical Interpretation(s):** [Two Chapters too heavy 2014]
 - *Interpretations of American History Vol. 1*
 - Chapter 4: The Atlantic Slave Trade: Racism or Profit?
 - **One page outline of major historiographic turns**
 - Last name begins A-L
 - **Two page review of Williams**
 - Kristen, David, Devon
 - **Two page review of Eltis**
 - Mathew, Isabel, Chelsea
 - Chapter 9: Slave Culture: African or American?
 - **One page outline of major historiographic turns**
 - Last name begins M-Z
 - **Two page review of Morgan**

- Cori, Brad,
- **Two page review of Gomez**
- Nate, Shayla, Leticia

History Online (in class): The History Cooperative

The Library for Historians: Scholarly Book Reviews (Book Review Index, H-Review, AHR, OAH, JWA, WHC)

Additionally:

- Bring to class at least two scholarly sources related to your research project

Week Four 2/11 (Guest: Professor of History Amanda Van Lanen)

Discussion Topics and Readings:

- **Questions related to Historical Literature Review Proposals Due Next Week?**
- **"How to Write a Research Paper"**
 - Benjamin Ch. 5 (58p.)
- **Historical Interpretation(s):**
 - **Interpretations of American History Vol. II:* Chapter 3: The Triumph of Capitalism: Efficiency or Class War?
 - **One page outline of major historiographic turns**
 - Everyone
 - **Two page review of Chandler**
 - Last name begins A-L
 - **Two page review of Licht**
 - Last name begins M-Z

History Online (in class): TBA

The Library for Historians: Specialized Reference Works.

Additionally:

- Bring to class two book reviews of books in your annotated bibliography from peer reviewed, professional journals of History.

Week Five 2/18 Annotated Bibliography Due (Guest: TBA)

Discussion Topics and Readings:

- **Our Proposals**
 - What is working and what is not.
 - Reasonable Thesis Statements
 - Historical interpretation(s) uncovered so far.

- **Historical Interpretation(s):**

- *Interpretations of American History Vol. II: Chapter 4: American Imperialism: Economic Expansion or Ideological Crusade?*

- **One page outline of major historiographic turns**

- Everyone

- **Two page review of LaFeber**

- Last name begins A-L

- **Two page review of Linderman**

- Last Name begins M-Z

History Online (in class): TBA

The Library for Historians: TBA

Additionally:

- Bring two books which you are considering reviewing for your first book review

Week Six 2/25

Discussion Topics and Readings:

- **Our Three Page Book Reviews**

- Questions relating to the Three Page Book Review due next week?

- **Historical Interpretation(s):** TBA

History Online (in class): TBA

The Library for Historians: TBA

Additionally:

- Bring to class at least two books you are considering for your comparative analysis

Week Seven 3/4 **Three Page Book Review Due**

Discussion Topics and Readings:

- **Our Book Reviews**

- **Qualitative Data (text)**

- **Historical Interpretation(s):**

History Online (in class): TBA

The Library for Historians: TBA

Assignment(s): .

- Three Page Book Review Due
- Bring to class at least one qualitative data set (text) related to your research that could be a potential primary source.

Be Prepared to discuss the following: TBA

Week Eight 3/11 Independent Reading/Research

Week Nine 3/18 Four Page Comparative Review Essay Due (Native American Awareness Week)

Discussion Topics and Readings:

- **Your Four Page Comparative Article Essays**
- **How to Give an Effective 10 min. Presentation; Using Power Point; Handling Q & A.**
[Mr. T on public speaking](http://www.youtube.com/watch?v=Eisa5AZ20W0) (http://www.youtube.com/watch?v=Eisa5AZ20W0)
 - [Hand out evaluation forms]
 - Thesis Statement
 - Bibliography
 - Data (Qualitative and Quantitative)
 - Preliminary Conclusions
 - Feed back you would like to solicit
- **Historical Interpretation(s): TBA**

History Online (in class): TBA

The Library for Historians: TBA

Additionally:

Week Ten 3/25 TBA

Discussion Topics and Readings:

- **Historical Interpretation(s):**

History Online (in class): TBA

The Library for Historians: TBA

Additionally: Bring a detailed outline of your historiographic essay AND your initial set of slides for your presentation.

Spring Break 4/1

Week Eleven 4/8 Formal Research in Progress Presentations (Borah Symposium, University of Idaho)

(Seniors/Juniors)

- 1.
- 2.
- 3.

- 4.
- 5.

Week Twelve 4/15 Formal Research in Progress Presentations

(Juniors/Sophomores)

- 1.
- 2.
- 3.
- 4.
- 5.

Week Thirteen 4/22 Formal Research in Progress Presentations

(Juniors/Sophomores)

- 1.
- 2.
- 3.
- 4.
- 5.

Week Fourteen 4/29

Getting/Giving Constructive Peer Reviews

Assignment(s):

- **Email** me the latest, full-length (6-8 pages), cleaned up version of your Historical Literature Review as a word attachment **before TBA** . Within the email, include some guidelines for your peer reviewer(s). What types of things would you like feedback on?

- Then I will distribute the essays to the class via email. You are to bring a fully edited copy off the essay(s) you were assigned to class. Come to class prepared to start discussing your review.

Week Fifteen 5/6 Historical Literature Review; What I learned this Semester in HIST 200; Course Evaluations

Assignment(s):

- Bring your finished Historical Literature Review
- Attach as the very last page a one page reflective essay, "What I learned this Semester in HIST 200"

Guide for Writing Reviews

Dr. Steven G. Reinhardt

STOP!!! Study this guide carefully before reading your selection!! Remember that you are writing a formal book/article review, not a book report!

In writing a review, your primary focus is on analyzing the author, his/her book, and its argument. Therefore, describing/summarizing the content (i.e., the supporting evidence) is important but clearly a secondary focus. Keep the author in the foreground of your vision.

Remember that every book/article is a construct created by an author who has consciously (or perhaps unconsciously) made decisions about how best to organize his/her argument and then has marshaled evidence to support that argument. Your job is to "deconstruct" the author's work by breaking it into its component parts, examining their interconnections, and re-combining them to see if the overall argument and its supporting evidence "hold" or "work" together.

Therefore, the review should consist of the following four sections:

In the first section, state the author's purpose in writing the selection. What does he/she hope to accomplish or prove? What historical issue or controversy does the author address? What is the author's attitude/perspective on the subject matter? Does the author rely on any particular method or theoretical approach? What is the author's plan for the book. In other words, describe how the author organizes his/her material to buttress the overall argument.

The second section should describe the sources the author uses. Ask yourself what kind of work this is. Is it, for example, an interpretative essay that reflects on historiographical or theoretical issues, a survey that synthesizes secondary works produced by other researchers, or is it a monograph based on the author's original research into primary sources? Do not simply list or count the sources; instead, state their general nature, distinguishing between primary and secondary, manuscript and printed/published sources.

Section three will be the longest part, for here is where you break the work down into its component parts/chapters, summarize the author's argument in each of the components, and describe (briefly) the supporting evidence presented in each. End this section with a summary of the book's main conclusions.

In the fourth section, you should "fit" the selection into the course material read until that point. In other words, compare and contrast the book's argument and conclusions with the various class lectures, discussions, and required readings -- especially those assigned for the same week. Finally, you should now include your thoughts -- saying what you found especially interesting (or troubling).

- [19th and 20th Century Historiographical Trends](#) by Dr. Michael Brooks (18:08)
- [20th century Historiography Overview](#) by Dr. Michael Brooks (22:23)