

STUDY AND WRITING OF HISTORY

Hands-on exploration of history as a professional field and scholarly discipline

Course Basics

Meeting: Mon 5-8 pm via Zoom
 Instructor: Dr. Tona Hangen
 Office: Sullivan 327D
 Contact number:
 (617) 506-9440 voice or text

Required Readings

Arnold, John H. *History: A Very Short Introduction*. New York: Oxford, 2000 ISBN: 978 0192853523

Cullen, Jim. *Essaying the Past: How to Read, Write, and Think About History*, 3e. West Sussex: Wiley-Blackwell, 2016. ISBN: 978 1119 111900

Maza, Sarah. *Thinking About History*. Chicago: Univ of Chicago, 2017. ISBN: 978 0226109336

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses and Dissertations: Chicago Style for Students and Researchers*, 9e. Chicago: Univ of Chicago, 2013. ISBN: 978 0226430577

ISBNs are for paperback edition; ebooks also fine

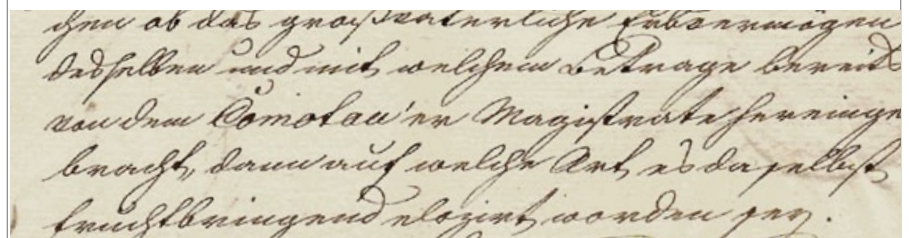
All other course readings will be available on Blackboard



Course Description

This course is required of all graduate students in the M.A. History program. Learners from other programs are also welcomed. History 910 provides an overview of historiography and methods in history, and offers opportunities to build research, writing, and interpretive skills through intensive work with works of theory, sources, texts, and other historical evidence.

By the end of the course, you will better understand how historians work and how history is made and constructed. You will also feel confident in approaching your own historical interpretations because you will have honed the requisite practical skills and methodological tools to craft history at the masters level. Over the course of the semester, you will build and polish a portfolio of your work, creating a solid foundation for more advanced and independent future work in history.





Course Policies

Participation and Attendance: I expect that you will show up for each synchronous class session ready to discuss the assigned readings and actively participate.

Academic Integrity: All papers and journal entries for this class should be original to this class (it is unethical to submit work you completed for another class), must be your own work, and must be your own writing. When and where you employ the work of others, do so responsibly and cite your sources.

Papers that are clear cases of plagiarism – not inadvertent errors in citation or footnoting – are insults to me and to the class. Plagiarism is also a serious academic offense. Some examples of plagiarism include, but are not limited to: copying or only slightly rephrasing passages from books, magazines, journals, or websites and submitting them as your own work; buying papers off the internet; submitting a friend's paper in place of your own. If you submit a plagiarized paper, you will automatically receive a failing grade (an "E") for the course. If you have questions about plagiarism and how to avoid it, please don't hesitate to ask.

The course is divided into three sections, each with a culminating assignment. In the first unit, we explore bias, context, and interpretation (i.e. Historiography), resulting in a well-researched scholarly book review. The middle unit concerns analysis of primary sources as a key method of historical inquiry, and how to incorporate them into a curriculum plan. The last unit considers research and modes of historical presentation, with the final assignment being a workable academic conference proposal and annotated bibliography.

Course Student Learning Outcomes

Learners in this course will...

- (1) Evaluate historical scholarship through oral and written communication that reflects professional disciplinary conventions.
- (2) Define historiography and apply it as a meaningful analytical framework within context of one's own research, situating oneself within the field.
- (3) Employ historical methods in a teaching setting.
- (4) Formulate a research inquiry that engages with up-to-date scholarship in the field that advances beyond mere historical narrative.
- (5) Create sustained, coherent explanations of and reflections on one's own work, articulating and defending the significance and implications of his or her own work within the field of history.



Assignments and Assessments

Portfolio (Due May 10)

Your work throughout the semester will be organized into a portfolio, which will include informal but polished weekly writings that support and deepen the class activities and readings. Many — but not all — of the portfolio prompts will be directly helpful to the writing of your formal assignments. The form and format of your weekly writings and the portfolio will be determined in consultation between student and instructor.

Portfolio entries should include full citations for any material found in your research (this is a good habit to get into, and you will be required to provide citations in your unit assignments). Historians follow Turabian / Chicago Manual of Style, with either footnotes or endnotes. The second half of Turabian's book includes detailed examples for citing different kinds of sources. Use this as your go-to reference in this course and throughout your graduate program.

Portfolio Presentation

On the portfolio due date, you will give a 10-minute presentation that answers the question, "What kind of historian are you?" This presentation should build upon course work, but may go beyond or extend the work we did in this course. The presentation format is up to you and may be prerecorded.

Assignments

You will create three formal projects for this course, one at the end of each unit.

#1: Monograph Review (1000 words) - March 12

Most book reviews for scholarly journals are around 500 words long. In this assignment, you will have some additional space (which makes it easier, not harder, to write) in which to analyze a scholarly book of your choice. It must be a history monograph that is published by a university press. You should include an annotated bibliography of all sources consulted in the writing of the book review (not included in the word count).

#2: Primary Sources and Lesson Planning (2000 words) - April 9

Using Dominique Padurano's plans as a model, or another appropriate curricular template, create a detailed lesson plan for history or social studies that incorporates primary sources. If you are a teacher, this could be a lesson plan suited to your particular classroom. You could also imagine a college classroom, museum education program, or historic site presentation, and create a lesson plan suited for that particular audience.

Course Policies, continued

Student Accessibility: I am committed to providing a learning environment in which all students can succeed. All disability and academic accommodations requested through Student Accessibility Services will be honored. And if you see ways the course can better accommodate a diversity of students, please let me know.

#3: Conference Proposal (250 words, plus C.V. and annotated bibliography) - May 7

This assignment combines a conference proposal conforming to the expectations of a relevant scholarly society (typically, a title, abstract, and brief C.V.), accompanied by an annotated bibliography. This third project involves defining a suitable historical research inquiry, situating your question in its broader historical and historiographical contexts, and identifying a range of primary and secondary sources essential to your topic.

Assignment Advice

All assignments should be submitted through Blackboard. You should also plan to incorporate them into your portfolio.

For all three assignments, sources and citations are tremendously important. You need to leave a clear “vapor trail” of your research through your footnotes. Sources for each assignment should be completely documented. Print sources are relatively easy to cite; when you turn to electronic sources, be sure that you provide accurate and stable links within your footnotes and bibliographies. I will click through to your links!

As you can see, the course’s formal writing output is small but high-stakes. This puts a greater responsibility on you for studying the assigned readings and preparing for lively class participation, and writing and revising so that every word counts.



Grade Breakdown

Participation	20%
Assignment 1	20%
Assignment 2	20%
Assignment 3	20%
Portfolio	20%

Schedule of Topics, Readings, and Deadlines

Unit 1: Historiography - Bias, Context, Interpretation

Week of **Feb 1** Course Introduction [No class meeting]

Alternative format for this week: Discussion Forum, due by Friday Feb 5 at 11:59 pm.

Readings: Skim Turabian, *Manual for Writers*, especially the front matter and early chapters so that you are familiar with its contents and can refer to it as appropriate throughout the semester. Navigate our Blackboard environment. Read AHA Statement on Standards of Professional Conduct and other materials on Blackboard → Resources.

Portfolio Assignment 1: Write me a letter or memo of introduction. Please mention your graduate program and where you are in it, your research and/or teaching interests, and what you most hope to achieve from this class. **Due Friday Feb 5 by 11:59 pm.**

Discussion Forum: Create a Flipgrid introduction video to meet your colleagues. **Due Friday Feb 5 by 11:59 pm.**

Feb 8 Thinking About History [Class Meeting 5 - 7:30 pm]

Set ups and Resources for Portfolio and Paper 1

Discussion Reading: Sara Maza, *Thinking About History* (TAH), Introduction and Conclusion (p. 1-9, 235-238); Jim Cullen, *Essaying the Past* (ETP), Preface and Introduction, Chapter 1, and Appendices (xii-13, 152-184).

Portfolio Assignment 2: Describe your past or current research process. What does your typical working process look like? What platforms or systems do you use to organize your research and writing? Are there aspects of your personal process you want to change or improve? **Due Friday Feb 12 by 11:59 pm.**

Feb 15 Historians, Tribes, and Schools of Thought [No class meeting, University Holiday]

Alternative format for this week: Discussion Forum, due by Friday Feb 19 at 11:59 pm.

Reading: Arnold, *History: Very Short Introduction*, entire. Megill, "Coherence and Incoherence in Historical Studies," *New Literary History* 35 (2): 207-231. Maza, *TAH*, Chapters 1 and 5 (p. 10 - 44, 157 - 198).

Portfolio Assignment 3: What topic will be the focus of your Project 1? What draws you to this topic?

Discussion Forum: Respond to the Forum prompt, or create a new thread of your own that responds to one or more of these readings. **Due Friday Feb 19 by 11:59 pm.**

Feb 22 Historiography and Citations [Class Meeting 5 - 7:30 pm]

Discussion Reading: Cullen, ETP, Chapters 2-6 (p. 14-56); Turabian, *Manual for Writers*, Chapters 3 and 15; Fox, "A Heartbreaking Problem of Staggering Proportions," *Journal of American History* 90 (4): 1341-1346; Maza, TAH, Chapter 3 (p.83 - 117).

Portfolio Assignment 4: Make sure you have obtained the monograph you'll be writing about. Locate a historiographical essay related to your topic. Introduce both of them in your writing this week. **Due Friday Feb 26 by 11:59 pm.**

March 1 How Historians Argue [No class meeting]

Alternative format for this week: Discussion Board, due by Friday March 5 at 11:59 pm.

Reading: Reviews of *Guns, Germs, and Steel*. Hangen, "When Radio Ruled: The Social Life of Sound" *American Quarterly* 66 (2): 465-476.

Discussion Board Prompt / Portfolio Assignment 5: Locate 3 book reviews related to your topic. They should not be reviews of the book you are writing about, and they need not be all focused on the same book. A single review essay of multiple books is also acceptable, i.e. similar to the *American Quarterly* piece in this week's assigned readings. Share and comment on your findings in a Discussion Forum this week, perhaps on the level of your research process, on the level of the review's content, or on the level of how they structure and support a scholarly argument. **Due Friday March 5 by 11:59 pm.**

March 8 Unit 1 Debrief [Class Meeting 5 - 7:30 pm]

Discussion Reading: Holscher, "Time Gardens: Historical Concepts in Modern Historiography," *History and Theory* 53 (4): 577-591; Hoefflerle, "Teaching Historiography to High School and Undergraduate Students," *OAH Magazine of History* 21 (2): 40-44.

No Portfolio Assignment this week.

Paper #1 due March 12 by 11:59 pm – Book Review

*Unit 2: Teaching and Primary Sources***March 15** Historical Thinking and Other Unnatural Acts [Class Meeting 5 - 7:30 pm]

Discussion Reading: James Loewen, "Introduction: Something Has Gone Very Wrong," and "Handicapped by History: The Process of Hero Making," *Lies My Teacher Told Me*, 1-30. Wineburg, "Historical Thinking and Other Unnatural Acts," *Phi Delta Kappan* 80 (March 1999): 488-499. Dana Goldstein, "Two States. Eight Textbooks. Two American Stories" *New York Times* Interactive (link on Blackboard).

Portfolio Assignment 6: What has been your experience with textbooks as a student? What has been your experience with teaching, and what has been the role of textbooks in that teaching? **Due Friday March 19 by 11:59 pm.**

March 22 Maps and Mapping [Class Meeting 5 - 7:30 pm]

Discussion Reading: Maza, TAH, Chapter 2: “The History of Where?” (p. 45-82); David Stephens, “Making Sense of Maps” HistoryMatters (link on Blackboard). Gregory Waselkov, “Indian Maps of the Colonial Southeast,” in *Powhatan’s Mantle: Indians in the Colonial Southeast*, 435-449.

Task for March 22: Decide on your topic for Paper #2. You don’t have to share it with me yet, but you should be thinking about it already.

Portfolio Assignment 7: Find a historic map. Provide an image of it and a full, correct Chicago Style citation to it. Who made this map and why? What can we learn from it? What kind of worldview or perspective does it represent? **Due Friday March 26 by 1:59 pm.**

March 29 Reorienting History Learning around Primary Sources [Class Meeting 5 - 7:30 pm]

Discussion Reading: Dominique Padurano, “Isn’t That a Dude? Using Images to Teach Gender and Ethnic Diversity in the US History Classroom: Pocahontas — A Case Study,” *The History Teacher* 44 (2), February 2011, 191-208. *and* DPLA Primary Source Sets, as assigned.

Portfolio Assignment 8: Develop a rubric to critique a primary source set and its associated educational materials, and apply it to one of your choosing. **Due by Friday April 2 by 11:59 pm.**

April 5 Contesting the Archives [Class Meeting 5 - 7:30 pm]

Discussion Reading: Maza, TAH, Chapter 4 (p. 118-156); Julia Clancy-Smith, “Locating Women as Migrants in Nineteenth-Century Tunis,” in Nupur Chaudhuri, et al, *Contesting Archives: Finding Women in the Sources*, (p. 35-55).

Class Preparation Assignment: Visit (virtually, most likely) a scholarly or university archives and access a Finding Aid for a collection that looks interesting to you. Have it available to share / present to the group.

No Portfolio Assignment this week.

Paper #2 due April 9 by 11:59 pm – Primary Source-Based Lesson Plan

*Unit 3: Researching and Presenting History***Apr 12** Developing a Research Question [Class Meeting 5 - 7:30 pm]

Discussion Reading: Jim Cullen, EAP, Chapters 14-16 (p. 118-148); Turabian, *Manual for Writers*, Chapters 1 and 2; Alex Ross, *The Rest is Noise: Listening to the Twentieth Century* (p. xv - xviii); Jill Lepore, *The Name of War: King Phillip’s War and the Origins of American Identity* (p. ix - xxiii); Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (p. viii - xvii).

Portfolio Assignment 9: What are you thinking of exploring for your conference presentation project? Why did you choose this topic? What do you already know? What do you want to find out? **Due Friday April 16 by 11:59 pm.**

Apr 19 Scholarship's Cutting Edge [No class meeting, University Holiday]

Alternative format for this week: Discussion Board, due by Friday April 23 at 11:59 pm.

Reading: Maza, TAH, Ch. 6 (p. 199 - 234) and Program of a recent scholarly conference, TBA.

Task: Find a Call for Papers (current or past) that relates to your Assignment 3 topic that you can use.

Portfolio Assignment 10 / Discussion Board Prompt: Choose a scholarly journal where your Assignment 3 topic might be covered, and choose a 3-year span to examine (most journals publish 4 times a year). Write an analysis of "Three Years in [Journal of Your Choosing]," in which you identify key trends in the historiography of this journal. Did certain questions, topic, subjects, or theories get more attention? What topics were largely, if not completely, ignored? **Due Friday April 23 by 11:59 pm.**

Apr 26 Historical Memory [Class Meeting 5 - 7:30 pm]

Discussion Reading: Michael A. Elliott, "Our Memorials, Ourselves," *American Quarterly* 63 (March 2011): 229-241. Kim Servart Theriault, "Re-Membering Vietnam: War, Trauma and 'Scarring Over' After 'The Wall,'" *Journal of American Culture* 26 (4): 421-431. Remarks by New Orleans Mayor Mitch Landrieu, 19 May 2017 (link on Blackboard). Southern Poverty Law Center, "Whose Heritage? Public Symbols of the Confederacy," (link on Blackboard).

Portfolio Assignment 11: Locate an example of public history relevant to your third paper topic. How is historical memory applicable to this example? What questions, controversies, or considerations matter in your chosen case? **Due Friday April 30 by 11:59 pm.**

May 3 Unit 3 Debrief and Course Wrap-Up [Class Meeting 5 - 7:30 pm]

Reading: Eileen Tamura, "Narrative History and Theory," *History of Education Quarterly*, 51 (2): 150-157; Brauer, "Theory and Practice of Historical Writing in Times of Globalization," in Roldan et al, *Philosophy of Globalization* (p. 397 - 409).

No Portfolio Assignment this week.

Paper #3 due May 7 by 11:59 pm – Conference Proposal and Annotated Bibliography

Monday May 10 [No class meeting]

Portfolio & Presentation due



At - a - Glance Calendar and Due Dates

Green Highlight = Zoom class meeting 5 - 7:30 pm. No highlight = online week, no class meeting.

MONDAY	TUES	WED	THURS	FRIDAY
Unit 1: Historiography: Bias, Context, Interpretation				PA = Portfolio Assignment
Feb 1 Course Intro				Feb 5 Intro Disc Forum and PA 1
Feb 8 Discussion Readings				Feb 12 PA 2
Feb 15				Feb 19 Discussion Forum and PA 3
Feb 22 Discussion Readings				Feb 26 PA 4
Mar 1				Mar 5 Discussion Forum and PA 5
Mar 8 Discussion Readings				Mar 12 Paper 1 (Book Review)
Unit 2: Teaching and Primary Sources				
Mar 15 Discussion Readings				Mar 19 PA 6
Mar 22 P2 Topic + Discussion Readings				Mar 26 PA 7
Mar 29 Discussion Readings				Apr 2 PA 8
Apr 5 Finding Aid + Discussion Readings				Apr 9 Paper 2 (Lesson Plan)
Unit 3: Researching and Presenting History				
Apr 12 Discussion Readings				Apr 16 PA 9
Apr 19 Relevant CFP				Apr 23 Discussion Forum and PA 10
Apr 26 Discussion Readings				Apr 30 PA 11
May 3 Discussion Readings				May 7 Paper 3 (Conf Proposal)
May 10 Portfolio and Presentation				