

## HI 411 Backstage Stuff – Learning Outcomes, etc

**Course Learning Outcomes for HI 411** – not all of these may be used in every semester

Learning Objective	Assignment Examples
Students can critique, interpret & discuss a variety of texts & historical evidence	Evaluated over the course of the semester – journals and papers are good evidence of progress
Students can distinguish between primary & secondary sources and gain experience with handling & interpreting different kinds of primary sources	Primary source interpretation
Students understand how a secondary source draws from primary sources and the uses/misuses of convenient online knowledge aggregators like Wikipedia	Wikipedia analysis – in-class discussion or as a written assignment
Students can use appropriate print & internet resources to locate historical scholarship and primary source evidence.  Students can generate their own independent research question and begin to investigate it	Databases Research inquiry Research log Journal entries
Students will be introduced to technology to enhance writing & citation (Word tools, Endnote, Zotero) and will gain experience with using them so they can decide which works best for them.  Students will use proper citation formats	Citation Systems Correct format & complete information in papers
Students will learn and can demonstrate practical skills and historical methodological tools, e.g. research method, evidence analysis, narration, and scholarly citation	In-class workshops Response papers or journals Unit papers
Students can appreciate issues and considerations in public history	Museum visit, field trip and/or guest speaker Virtual museum exhibit assignment Museum critique or write-up
Students will understand the process of developing a public history exhibit	Case study, simulated exhibit project
Students will understand some of the challenges and possibilities of teaching history	How to evaluate a textbook Lesson Plan Teaching simulation
Students can critique, interpret and discuss a variety of texts and historical evidence. They can “reverse-engineer” historical writing.	Article abstract Book review

Learning Objective	Assignment Examples
<p>Students can identify thesis, evidence and argument in the work of others. They can analyze and attribute perspective.</p> <p>Students can summarize, restate and accurately characterize their own work and that of others</p>	<p>Research Prospectus Real-world job description Article abstract Book review</p>
<p>Students can recognize and understand major schools/branches of historical interpretation</p>	<p>Intellectual Profile of a Historian Class Discussion or Quiz Presentation, Website or Wiki Journal entries w/ directed writing prompts Article analysis, abstract, or compare/contrast paper</p>
<p>Students can investigate their own independent research question and produce a solid, well-built piece of historical writing that goes through multiple revisions, at an intermediate level (as preparation for the capstone where this will be expected &amp; reinforced at a proficient level)</p>	<p>Revisiting &amp; refining the research inquiry Iterative topics over the semester Producing a final piece of historical prose</p>
<p>Students will construct, select for, polish, and present a portfolio of their own work</p>	<p>Portfolio or e-Portfolio</p>

**Possibilities for the “Practice” weeks or as Topics for the History Profession Unit**

\* (there is a chapter/section about this in Williams, *Historian’s Toolbox*)

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|---|---|
| Quantitative Data*  | Book Reviews/ Abstracts                                     |
| Private Papers (Diaries, Letters...)                                    | Digital History   |
| Presidential Sources, possibly including non-print like the Nixon Tapes | Digital Archives  |
| Oral History*   | Material Culture/ Objects/ Archaeology*                     |
| Cultural Expressions (eg Popular Music, Comics, Fiction)                | WikiLeaks and other Born-Digital Sources*                   |
| Images (Photographs, Maps, Paintings)*                                  | Wikipedia*  |
| Historiography  | Government Documents (Hearings, Reports, Laws, Court Cases) |
| Film*   | Teaching History/ History Education                         |
| Documentary   | Advertisements  |
| Archival Film/Newsreel  | Didactic Literature   |
| Radio   | Architecture  |
| Television  | Forensics, Genetic Evidence*                                |
| Public History* – Museum, Historic Site                                 | Speculation/ Conspiracy Theory*                             |
| Newspapers, Periodicals   | Fiction*  |
|   | Autobiography/ Memoir                                       |

### Books Used in 2010-2011

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 6e (Bedford, 2010) ISBN 0312535031  
Robert C. Williams, *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History*  
(M. E. Sharpe, 2007) ISBN 780765620279  
James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, Revised ed. (New Press, 2007) ISBN 9781595583260  
Website: Making Sense of Evidence, <http://historymatters.gmu/browse/makesense>

### Other Book Options

John Tosh, *The Pursuit of History*  
James West Davidson, Mark Lytle, *After the Fact: The Art of Historical Detection*  
James M. Banner Jr, *A Century of American Historiography*  
David A. Hollinger, *In the American Province: Studies in the History of Historiography of Ideas*  
Kathleen Troup, *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*  
Martha C. Howell, Walter Previnier, *From Reliable Sources: An Introduction to Historical Methods*  
Eric Foner, *The New American History (Critical Perspectives on the Past)*  
David Hackett Fischer, *Historian's Fallacies: Toward a Logic of Historical Thought*  
John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*  
Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*  
Margaret MacMillan, *The Uses and Abuses of History*

### Basic Outline for the Course

#### Unit I (Topic #1): "Don't Know Much About History"

- Textbooks: Scope of the Problem, What's at Stake
- Writing and Presentation, including Plagiarism and Citation
- Primary and Secondary (and Tertiary) Sources

Paper #1 (*serves as an embedded assessment for course + program*)

#### Unit II (Topic #2): The Practice of History

- Quantitative Data
- 4 other workshops on different kinds of sources (see list above)

Paper #2

#### Unit III (Topic #3): The History Profession

- Historiography
- Film
- Public History and Memory: What Professional Historians Contribute
- Other possibilities: journalism, genealogy

Paper #3

Grading:	Paper 1	20%	Weekly Journal	10%
	Paper 2	20%	ePortfolio	5%
	Paper 3	20%	Class Participation	25%