

HIST 258: Historical Methods
Messiah College, Fall 2014
TR 11:55-1:10, Boyer 322

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Office Hours: Mon. & Wed., 11-noon; Tues., 1:20-2:35; Fri., 10-11, & by appt

COURSE DESCRIPTION AND OBJECTIVES:

This course is an introduction to the “doing” of History--including techniques, procedures, and skills of the working historian. The course will concentrate on research methodology, analytical and synthetic thinking skills, and the ability to organize and report research findings in both written and oral form. This course rests on the firm belief that “intellectual development begins with recognition of the importance and worth of mental activity. Intellectual growth is marked by an appreciation of clear and creative thinking and a capacity for theoretical growth” (COE Handbook 1.1.02).

All this is consistent with the History department’s stated goals and objectives:

1. Historical Knowledge: Students have a better historical understanding of political, social, cultural, economic, and religious practices and structures.
2. Historical Methods: Students demonstrate an understanding of historical causation, an ability to conduct basic historical analysis of primary and secondary sources, and an ability to communicate that analysis in effective written and oral communication.
3. Historical Interpretation: Students use texts and other cultural resources to make sense of the past, understand ways in which the past influences the present, and consider how the present influences our study of the past.
4. Historical Convictions: Students become more thoughtful, curious, and empathetic due to their evaluation of the historical complexity of human identities, cultures, and societies from the perspective of Christian faith.

REQUIRED READINGS:

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 7th ed (Bedford) ISBN 9780312610418.

Cullen, Jim. *Essaying the Past: How to Read, Write and Think about History*, 2d ed (Wiley-Blackwell) ISBN 9781444351408.

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past* (Oxford) ISBN 9780195171570.

Strunk, William and E. B. White. *The Elements of Style*, 4th ed (Longman) ISBN 9780205309023.

Articles listed below.

COURSE REQUIREMENTS:

Read all assigned readings.

Write quizzes as assigned.

Participate regularly in class.

Write at least 5 journal entries / blog posts over the course of the semester.

Write an essay of 4-6 double-spaced pages responding to the Gaddis book.

Write a research paper of 12-15 double-spaced pages.

Write an essay of 4-6 double-spaced pages reflecting on your relationship to the discipline of History.

STANDARD OF EVALUATION:

The final grade for the course will be derived as follows:

quizzes	5%
annotated bibliography	5%
participation & oral presentations	10%
journal/blog posts	10%
essay on Gaddis book	10%
research paper	50%
reflective essay on History	10%

NOTE ON ELECTRONIC DEVICES AND CLASSROOM COURTESY:

Electronic devices can be a source for both good and ill in education. On the one hand, the proliferation of the internet and portable computers have made vast amounts of information available to more people at more places in more places. The operating hours of libraries and archives no longer pose a barrier to study and research. This is certainly a good thing. On the other hand, the proliferation of electronic devices has also produced what some have called the “problem of divided attention.” Although some people can truly and effectively multi-task, many others find themselves permanently distracted by ringtones, twitter feeds, incoming emails, and the like. And since a class such as ours is a community that hopefully cares about our neighbor’s opportunity to learn as well as our own, this problem of divided attention is not just an individual problem, but a corporate one, as well. As a result, I’d ask that you observe the following classroom rules out of courtesy both for your classmates and for me.

Regarding cell phones: Please turn off your cell phone before coming into the classroom.

Do not answer the phone or text during class. If you are expecting a very important call, please put your phone on vibrate (silent), and let me know about the situation before class begins.

Regarding laptop computers: You are welcome to bring your computer to lecture to take notes and to seminar to take notes and access online readings, but while in lecture and seminar, please use your computer only for purposes related to this course. Do not use computers for entertainment (i.e. surfing, gaming, chatting, messaging, emailing, etc.) during class. If you use your computer to take notes, please email them to me following class.

NOTE ON ACADEMIC INTEGRITY:

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic device, communicating via email, IM, or text messaging during an exam, etc.

Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records: Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty: Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc. The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

NOTE ON AMERICANS WITH DISABILITIES ACT:

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

SCHEDULE

(NOTE: ALL DETAILS SUBJECT TO CHANGE)

Tues., Sept. 2: Introduction

Thurs., Sept. 4: History as a Discipline

Reading: Rampolla, ch. 1
Cullen, introduction & chs. 1-2

Tues., Sept. 9: History as a Discipline

Reading: Gaddis, preface, chs. 1-4

Thurs., Sept. 11: History as a Discipline

Reading: Gaddis, chs. 5-6

Tues., Sept. 16: History as a Discipline

Essay on Gaddis **DUE**
Reading: Gaddis, chs. 7-8

Thurs., Sept. 18: Reading and Using Primary Sources

Primary source analysis **DUE**
Reading: Rampolla, chs. 2-3

Tues., Sept. 23: Reading and Using Secondary Sources

Response to journal article **DUE**
Reading: Cullen, ch. 6

Thurs., Sept. 25: No class meeting

Tues., Sept. 30: Initial Presentation of Research Projects

Research paper topic **DUE**

Thurs., Oct. 2: Fieldwork in the Archives

Reading: Cullen, chs. 3-5

Tues., Oct. 7: Fieldwork in the Library

Thurs., Oct. 9: Fall Recess; no class meeting

Tues., Oct. 14: Fieldwork Online

Annotated bibliography **DUE**
Reading: Cullen, Appendix E

Thurs., Oct. 16: Writing -- Composition and Style

Reading: Strunk & White, foreword, introduction, part II, & part V

Tues., Oct. 21: Writing -- Structure and Organization

Reading: Rampolla, chs. 4-5
Cullen, chs. 7-16 & Appendices A & B

Thurs., Oct. 23: Guest speaker: Dr. Philip J. Deloria

Reading: Philip J. Deloria, "Thinking about Self in a Family Way," *The Journal of American History* 89 (June 2002): 25-29. Available via Academic Search Complete.
Philip J. Deloria, "Three Lives, Two Rivers: One Marriage and the Narratives of American Colonial History," *Rikkyo American Studies* 32 (March 2010): 103-128.
<https://www.rikkyo.ac.jp/research/laboratory/IAS/ras/32/deloria.pdf>

Tues., Oct. 28: Writing -- Ethics

Reading: Rampolla, ch. 6
Cullen, Appendix D
David Plotz, "The Plagiarist," *Slate* (January 11, 2002)
http://www.slate.com/articles/news_and_politics/assessment/2002/01/the_plagiarist.html
"How the Ambrose Story Developed," *History News Network* (4-21-10)
<http://hnn.us/article/504>
Nancy Isenberg & Andrew Burstein, "America's worst historians," *Salon* (August 19, 2012) http://www.salon.com/2012/08/19/americas_worst_historians/

Thurs., Oct. 30: Writing -- Documentation and Citation

Reading: Rampolla, ch. 7; Cullen, Appendix C
Purdue University Online Writing Lab, "Chicago Manual of Style 16th Edition"
<https://owl.english.purdue.edu/owl/resource/717/01/>

Tues., Nov. 4: No class meeting; individual conferences on papers

Thurs., Nov. 6: No class meeting; individual conferences on papers

Tues., Nov. 11: Student presentations

Thurs., Nov. 13: Student presentations (cont.)

First draft of research paper **DUE**

Tues., Nov. 18: Varieties of History: Quantitative and Narrative - led by group 1 and 2

Reading: Margo Anderson, "Quantitative History"
<http://www.hist.umn.edu/~ruggles/hist5011/Margo-Outwaite-Ch-14.pdf>
Marc Parry, "Quantitative History Makes a Comeback," *Chronicle of Higher Education* (February 25, 2013) <http://chronicle.com/article/Quantifying-the-Past/137419/>
Jill Lepore, "Historical Writing and the Revival of Narrative," *Nieman Reports* (Spring 2002)
<http://www.nieman.harvard.edu/reports/article/101496/Historical-Writing-and-the-Revival-of-Narrative.aspx>

Thurs., Nov. 20: Varieties of History: Micro and Macro - led by group 3 and 4

Reading: Richard D. Brown, "Microhistory and the Post-Modern Challenge," *Journal of the Early Republic* 23 (Spring 2003). Available through JSTOR.
 Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography," *Journal of American History* 88 (June 2011): 129:144. Available through JSTOR.
 David Christian, "Macrohistory: The Play of Scales," *Journal: Social Evolution & History* 4 (March 2005) <http://www.sociostudies.org/journal/articles/140513/>
 David Christian, "What Is 'Big History?'" The Huffington Post (03/26/2014)
http://www.huffingtonpost.com/david-christian/what-is-big-history_b_4661765.html

Tues., Nov. 25: Varieties of History: Ethno- and Women's - - led by group 5 and 6

Reading: Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight," *Daedalus* 101 (Winter 1972): 1-37. Available via JSTOR.
 Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (December 1986): 1053-1075. Available via JSTOR.

Thurs., Nov. 27: Thanksgiving recess; no class meeting**Tues., Dec. 2: Varieties of History: Oral, Public, and Digital - led by group 7, 8, and 9**

Final draft of research paper DUE

Reading: Baylor Institute for Oral History, "Introduction to Oral History"
<http://www.baylor.edu/oralhistory/index.php?id=23566>
 Suzanne Fischer, "On the Vocation of Public History"
<http://mediacommons.futureofthebook.org/alt-ac/pieces/vocation-public-history>
 Roy Rosenzweig, "Scarcity or Abundance? Preserving the Past in a Digital Era," *American Historical Review* 108 (June 2003): 735-763. Available via JSTOR.

Thurs., Dec. 4: Christianity and History

Reading: Tim Stafford, "Whatever Happened to Christian History?" *Christianity Today* (April 2, 2001)
 Donald Yerxa and Karl Giberson, "Providence and the Christian Scholar," *Journal of Interdisciplinary Studies* 11 (1999): 123-140.

Tues., Dec. 9: Christianity and History (cont.)

Reading: George Marsden, "Human Depravity: A Neglected Explanatory Category," in Wilfred McClay, ed., *Figures in the Carpet Figures in the Carpet: Finding the Human Person in the American Past* (2007), pp. 15-32. (On reserve in History Resource Room).
 James B. LaGrand, "The Problems of Preaching through History." In *Confessing History: Explorations in Christian Faith and the Historian's Vocation* (University of Notre Dame Press, 2010), pp. 187-213. (On reserve in History Resource Room).

Thurs., Dec. 11: Wrap-up**Wed., Dec. 17, 1:30 p.m.: Exam week meeting**

Reflective essay on History DUE