Revised Syllabus for HIS 4104: Theory and Methods of History
(currently “Theory of History”) – submitted to UGC for approval

HIS 4104-904: Theory and Methods of History
Class Meets Mondays and Wednesdays, 6:00-7:15 P.M., SOC 131

Dr. Julia F. Irwin (Professor)
Office Location: SOC 264
Email: juliai@usf.edu
Office Hours: Wednesdays, 4:00-5:45 (or by appointment)

Ashley Buchanan (Graduate Assistant)
Office Location: SOC 222
Email: albucha2@mail.usf.edu
Office Hours: Mondays, 4:00-5:45 (or by appointment)

Course Description and Objectives

This course introduces upper-level history majors to the theories, methods, approaches, and key debates that are central to the modern historical profession.

Course Objectives

Through class readings and assignments, students will develop skills that are essential to success in both the history major and in life after college. They will learn how to conduct their own historical research, how to evaluate historiographical debates, and how to analyze primary sources. They will also learn about the history of the modern historical profession and what career opportunities they will have as history majors.

Learning Outcomes

After completing this course, students will be able to:
- read more critically, write more persuasively, think more analytically, reason more logically, discuss ideas more cogently, and engage in deep research.
- explain what it means to think historically.
- describe the development of history as an academic discipline, from the nineteenth century to the present.
- describe several major bodies of historiography within the broader field of history.
- discuss the divides between academic and public history and the place of history outside the university.
- recognize career opportunities for history majors.

Attendance and Makeup Policy

Attendance and participation are mandatory and count as a substantial part (30%) of your grade. However, I am human and know that you are too. Absences due to illness, religious observances, travel for school related activities, or other life emergencies sometimes occur, and you might just have to miss a class.
I will therefore allow you to complete **makeup assignments** for **up to three** absences. You should know, however, that each makeup assignment will increase in difficulty.

- Your first absence can be made up by **BOTH** turning in any assignments for the class you missed **and** by writing a 250-word response to the readings for the day that you missed.
- A second absence may be made up by turning in any assignments for the class you missed and writing a 500-word response to the class readings for the day.
- A third excused absence may be made up by turning in any assignments for the class you missed and writing a 1,000-word response to the class readings for the day.
- Any additional missed classes **cannot** be made up.
- All makeup is due the class period that follows the date that you missed. **No late makeup accepted.**

### Grading and Evaluation Policy

I. **Participation, including discussion, reading journals, and class activities (30% of Total Grade)**

- This is an upper-division capstone course. It is **not** primarily a lecture class. While I will lecture on occasion, our class meetings will mostly be devoted to discussing the day’s readings or to in-class activities. Therefore, it is imperative that you come to each class prepared and eager to participate. This does **not** mean simply showing up and sitting at your desk in silence! To succeed in this class, you must complete all of the readings for the date they are assigned, come with your prepared reading journal or other assignments, and actively contribute to the class conversations. More specifically, your participation will be graded each day on your successful completion of the following tasks:
  - **Reading Journal.** You are expected to complete the class readings for the date they are assigned. For most classes (except where otherwise indicated), you must bring in a **completed copy of the reading response journal** for that day. These journals require you to answer questions about the readings and to write your own discussion questions. The prompts for these journals will be available on Blackboard well before the class period in which they are due. I will collect them from you at the end of class and the graduate assistant will grade them on a check/check-minus scale.
    - A check means full credit. As long as you put a thought into your journals, it is pretty easy to get a check.
    - A check-minus means no credit for the questions. If you get more than one of these, please talk with me about how to improve your responses.
  - **Workbook Exercises and other Class Activities.** In many classes, we will do activities. Some of these are from the *Methods and Skills of History* workbook, others from in-class handouts, and others from items that you bring in. In order to complete these activities, you must bring your workbook and other required activities with you to class.
  - **Active Discussion:** On the days when we have discussions (most days), your participation grade will also be based on your making at least one **substantive** comment to class discussion. By "substantive," I mean that the quality of your comment counts. You do not have to be brilliant, but simply saying "Me like book" or "yup" will **not** count.
Revised Syllabus for HIS 4104: Theory and Methods of History
(currently “Theory of History”) – submitted to UGC for approval

If you are unsure of what to say, try asking one of the discussion questions from your reading journal. My graduate assistant and I will keep track of your comments.

• **You will receive a maximum of 3 participation points per day, determined as follows:**
  - **3 points:** Comes to class, brings completed copy of reading journal and/or other assignments (and then earns a check on it), and makes at least one **substantive comment** to any class discussion. Also participates in small group discussion and completes workbook and other in-class exercises, if assigned.
  - **2 points:** Comes to class with the reading journal/other assignments but does not contribute substantially to class discussion. Must participate in small group discussion and complete in-class workbook exercises if assigned.
  - **1 point:** Comes to class but both neglects to turn in reading journal (or receives a check minus on it) and does not contribute substantially to class discussion or to in-class activities.
  - **0 points:** Does not come to class at all. As mentioned in the attendance policy section, you have the opportunity to make up one unexcused absence and all excused absences. You also have one free excused absence per semester.

• **The G.A. will grade your journals and your participation and post your points online once per week.** You can therefore stay apprised of how you are doing from class to class. If you feel there is a problem, I urge you to come and speak with me about it.

• **If you feel uncomfortable participating in class, please come and speak with me or the G.A. early in the semester.** Sharing in discussion is central to this course, and verbal communication is one of the most important skills you can develop in college. You will therefore need to work to overcome your shyness. However, if I know this is an issue for you ahead of time, I will grade your participation accordingly and look for improvement. I will also be happy to discuss strategies for more active participation.

II. An essay on historiography, and on different historiographical approaches to a specific topic (30% of Total Grade)

• **Due Dates: A draft of your introduction and outline are due in class on October 14; Your completed essay is due, uploaded to Canvas, on Friday, October 18, by 9:00 a.m.**

• For your first paper, you will write an essay that does two things. First, you will trace how scholarly writing about history evolved from the late 19th century to the 21st century. Then, you will discuss different approaches to writing history, analyzing examples from a topic you’ve read about (this will become clearer in class). Your essay should be organized as follows:
  - In the first paragraph, introduce your essay (roughly 150-200 words).
  - In the second paragraph, describe the evolution of major trends in historical writing from the time of Leopold von Ranke through the early 21st century (roughly 250-300 words).
  - In the remaining body paragraphs, discuss the articles and books that you read in class in light of the historiographical approaches you have learned about. You should introduce the various works that you have read and give brief descriptions of them. Your primary focus, however, should be on analysis. You might answer some of the following questions: How did specific theories and methods of history seem to affect or influence
Revised Syllabus for HIS 4104: Theory and Methods of History  
(currently “Theory of History”) – submitted to UGC for approval

Your topic? How did it change the way historians wrote about it? These are some of the questions your paper will answer (roughly 900-1,000 words).

- Write a brief conclusion tying your ideas together (roughly 100-150 words).

- Requirements:
  - You do not need to do any outside research for this paper – all that you need will be in our course readings.
  - Your complete essays must be 1,400-1,600 words in length (not including footnotes). You will be penalized for writing too little or too much.
  - Your essay will be graded based on the following criteria: your adherence to the guidelines in the prompt above; your ability to use write well and organize an essay clearly; your ability to make an argument; and your ability to think critically.

III. Dehydrated Research Paper (40% of Total Grade)

- Due Date: Portions of this paper are due at different times:
  - Wednesday, November 6: Draft of your Introduction and Historiography Section due in class (participation credit for the day)
  - Friday, November 8: Introduction and Historiography Section due on Canvas (12% of Final Grade)
  - Monday, November 25: Draft of your Primary Source Analysis section and Conclusion due in class (participation credit for the day)
  - Friday, November 29: Primary Source Analysis Section and Conclusion due on Canvas (12% of Final Grade)
  - Wednesday, December 11: Your final dehydrated research paper, which incorporates revisions from the various sections, is due on Canvas (16% of Final Grade)

- Your final assignment for this course is to produce a dehydrated research paper (DRP) on a topic of your choosing. The range of potential subjects for this DRP is broad, but you should choose something that has been written about fairly extensively—extensively enough, that is, to have at least 4 scholarly books and 2 articles written about it! You might be interested in medieval witchcraft, the life of plantation slaves, or the Ancient Greek warfare—whatever it is, you should choose something you want to learn more about.

- Your completed DRP will consist of the following components:
  - Introduction (200-250 words)
  - Historiographical Section (700-850 words)
  - Primary Source Analysis Section (700-850 words)
  - Conclusion and Areas for Further Research (100-150 words)
  - Bibliography (4 books and 2 articles)

- More details will follow in class, but keep the following ideas in mind:
  - Historiography Section: Unlike a research paper, your goal when writing about historiography is not to recount information about a historical event or person. Rather, your goal is to analyze how other historians have written about that topic. To do this, you will locate and read secondary sources (books and articles) that have been written about a specific subject. You will then analyze the diverse ways that different historians
Revised Syllabus for HIS 4104: Theory and Methods of History  
*(currently "Theory of History") – submitted to UGC for approval*

have written about and interpreted your topic, comparing things like arguments, methods, theories, sources, and approaches. Your primary task is not simply to analyze the various books and articles individually, but instead to try to put them into conversation with one another.

- **Primary Source Analysis Section:** Now that you have analyzed what OTHER historians have said about your topic, it is time for you to offer your own interpretations about your subject. You will do this by finding and analyzing relevant primary sources. What do these sources tell you about the history of your subject? What do they show us that is new or interesting? How do they help us understand the period better? These are some of the questions you will answer.

- **Requirements:**
  - Requirements for sources:
    - All of your books must be published by a scholarly press and written by professional historians. All of your articles must come from peer reviewed historical journals. We will discuss why this is important in class, and you will be given clear guidelines for how to choose your books.
    - All of your books and articles must be written after 1975. You should try to find a range of books and articles, from 1975 to the present. We will also discuss why this is important in class.
  - Formatting requirements for the DRP:
    - The various segments of the DRP have their own word counts. Your final DRPs will be between 1,600-2,100 words in length (not including footnotes). At all stages, you will be penalized for writing too little or too much.
    - I will read, edit, and grade all of the draft segments of your DRP during the last two weeks of the semester, and then will return them to you to revise during finals week.
      - Your grades for the drafts will be based on the following criteria: your adherence to the guidelines in the prompt above; your ability to use write well and organize an essay clearly; your ability to make an argument; and your ability to think critically
      - Your grade for the final DRP will be based on the above criteria, and on your success in revising your first drafts according to my suggestions.

**Required Books and Readings:**

- Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*
- Each of the above books is available for purchase. Additional readings will be available on Canvas. You will also be required to find and read some of books and articles on your own.
Schedule of Class Meetings and Assignments

UNIT I: WHAT IS HISTORY?

*In this unit, you will get to know one another, discuss your pre-existing ideas about history, and discover new answers to the question “What Is History?” More specifically, you will learn what researching and writing academic history entails. You will also think about how history can generate controversy.*

Aug 26: Introductions
- Today, we will get to know one another, go over the syllabus, and talk about the theories of history.

- Read: Arnold, chapter 1
- Bring: Completed reading journal
- In class: Discussion of the readings.

Sep 2: Labor Day: No Class

Sep 4: What is History? Part 2
- Read: Arnold, chapters 6 and 7
- Bring: Completed reading journal
- In class: Discussion of the readings.

Sep 9: What is History? Part 3
- Read: Workbook, chapters 1-5 (text, not assignments)
- Bring: Completed reading journal
- In class: Discussion of the readings.

Sep 11: Historical Controversies in the Classroom and in the Public Sphere
- Read: Nash et al, chapter 1 [on Canvas]
- Bring: Your completed reading journal AND a copy of an article that discusses a recent historical controversy (written sometime in the past 10 years); be prepared to present this article to the class.
- In class: Discussion of the readings.

UNIT II: READING HISTORY, or LEARNING HOW TO READ ALL OVER AGAIN

*In this unit, you will first learn new strategies and approaches for reading historical books and articles (secondary sources). You will then learn about historiography—the writing of history, how it has changed over time, and how historians’ interpretations might differ or disagree. For*
Revised Syllabus for HIS 4104: Theory and Methods of History
(currently "Theory of History") – submitted to UGC for approval

this unit of the class, you will divide up into reading & discussion groups based on your favorite area of history and the topics that interest you most.

Sep 16: Reading Secondary Sources, Part 1
- Read: Brundage, pages 24-30 and chapter 4; Workbook, chapter 7 (text only)
- Bring: Completed reading journal AND a copy of Robert Darnton’s article, “Worker’s Revolt: The Great Cat Massacre of the Rue Saint-Séverin,” (you do not need to read it beforehand).
- In class: Discussion and selective reading activity based on Darnton’s article.

Sep 18: Reading Secondary Sources, Part 2
- Read: Selectively read the book Making the World Safe, which is posted on Canvas.
- Bring: Completed reading journal.
- In class: Discussion of your selective reading of the assigned book.

Sep 23: Historiography, Part 1 (From Ancient Greece to Leopold von Ranke)
- Read: Arnold, chapters 2 and 3; Workbook, pages 227-top of 231
- Bring: Completed reading journal
- In class: We will discuss the readings and chart some of the trends and key moments in the early history of history.

Sep 25: Historiography, Part 2 (Political, Marxist, Social, and Cultural Histories)
- Read: Arnold, chapter 5; Brundage, chapter 1; Workbook, pages 231-239
- Bring: Completed reading journal
- In class: We will discuss the readings and chart some of the trends that characterize 20th century historiography. In this class, we will also break up into reading and discussion groups, based on your specific historical interests (Choose from the following topics: A: The Roman Empire, B: European Colonization in the Early Modern World, or the C: Cold War of the 20th Century).

Sep 30: Historiography, Part 3 (Political History, Applied)
- Read: The article (on Canvas) that corresponds to your reading and discussion group (A, B, or C).
- Bring: Completed reading journal.
- In class: Discussion of what you read with your reading groups.

- Read: The article (on Canvas) that corresponds to your reading and discussion group (A, B, or C).
- Bring: Completed reading journal.
- In class: Discussion of what you read with your reading groups.

Oct 7: Historiography, Part 5 (The Social Turn, Applied)
Revised Syllabus for HIS 4104: Theory and Methods of History
(currently “Theory of History”) – submitted to UGC for approval

- Read: The article (on Canvas) that corresponds to your reading and discussion group (A, B, or C).
- Bring: Completed reading journal.
- In class: Discussion of what you read with your reading groups.

Oct 9: Historiography, Part 6 (The Cultural Turn, Applied)
- Read: The article (on Canvas) that corresponds to your reading and discussion group (A, B, or C).
- Bring: Completed reading journal.
- In class: Discussion of what you read with your reading groups.

Oct 14: Historiography: Bringing it All Together
- Read: No shared readings.
- Bring: The introductory paragraph to your first paper (150-200 words) and an outline for the rest of your paper.
- In class: Discussion of what we have covered the last few weeks and peer-reviewing each other’s introductions and outlines.

Oct 16: No class: Work on papers
- Work on your first papers, which are on the history of history.
- Turn in: On Canvas, submit your first papers by Friday, October 18, at 9:00 a.m.

UNIT III: RESEARCHING AND WRITING HISTORY

In this unit, you will begin your own research projects. You will be required to find and evaluate secondary and primary sources, based on your topic of interest. Over the next few weeks, you will produce various segments of a dehydrated research paper. You will then revise these components, based on my edits, and submit them as a complete DRP.

- Read: Brundage, chapter 3; Workbook, chapter 6
- Bring: You completed reading journal and your favorite history book.
- In class: Discussion and a critical evaluation of your favorite history book. You will also learn about academic publishing, what constitutes a valid scholarly publication, the process of peer review, and how to find good scholarly books and good historical articles.

- Read: Brundage, Appendixes A, B, C, and D. Also, complete the following assignments:
  - (1) Go to the USF library and check out a history book on a topic that interests you. Your book must be published by one of the scholarly presses we discussed in the last class. They also must have been published after 1975.
  - (2) Go online to one of the websites we discussed in the last class and find an article on a related topic. Your article must be from a historical journal and must have been published after 1975.
Revised Syllabus for HIS 4104: Theory and Methods of History
(currently “Theory of History”) – submitted to UGC for approval

- (3) Complete the reading journals for both the book and article. This will require you to read portions of the book and article.
- Bring: Your book, a copy of your article, and your completed reading journals.
- In Class: Discussion and evaluation of your books and articles.

- Read: Brundage, chapter 6. Also, complete the following assignment:
  - (1) Go to the USF library and check out three additional history books on the topic you researched last week. Your books must be published by one of the scholarly presses we discussed previously. They also must have been published after 1975.
  - (2) Go online to one of the websites we’ve previously discussed and find one additional article on your research paper topic. Your article must be from a historical journal and must have been published after 1975.
  - (3) Complete the reading journals for both your new books and article. This will require you to read portions of the books and article.
- Bring: Your books, a copy of your article, and your completed reading journals.
- In Class: Discussion and evaluation of your books and articles. I will also give you a brief lecture on book reviews and where to find them.

Oct 30: Finding, Selecting, and Evaluating Secondary Sources, Part 4
- Read: No shared reading, but begin reading the books and articles you have selected more closely. Also, complete the following assignment:
  - Go on to JStor, Project Muse, or one of the other databases we’ve discussed and find two book reviews for each book you have collected so far (for a total of eight book reviews). Print these out and read them. Complete the reading journal.
- Bring: A completed copy of your reading journal and copies of the six book reviews
- In class: Discussion of the reviews and what you have learned from them.

Nov 4: Writing Historiography, Part 1
- Read: No shared reading, but continue reading the books and articles you have selected more closely. Also, complete the following assignment:
  - Create an annotated bibliography for your dehydrated research paper, based on the 4 books and 2 articles that you have now collected. The template for your annotated bibliography will be available on Canvas.
- Bring: A completed copy of your annotated bibliography
- In class: Discuss annotated bibliographies and the differences and similarities between your books. Discuss the historiographical section of your DRPs.

Nov 6: Writing Historiography, Part 2
- Read: No shared reading, but continue reading the books and articles you have selected more closely. Also, complete the following assignment:
  - You will complete the first draft of the introduction and historiographical section of your DRP. (5 paragraphs; 900-1,100 words total).
Revised Syllabus for HIS 4104: Theory and Methods of History
(currently “Theory of History”) – submitted to UGC for approval

• The first paragraph is the introduction to your DRP. In this first paragraph, you will introduce your topic and provide the basic facts about it (roughly 200-250 words).
• In the second paragraph, introduce the historiography of your topic. Write a few sentences synthesizing the scholarship in the 4 books and 2 articles that you have now collected (roughly 100-150 words).
• The remaining three paragraphs, you will synthesize and analyze the arguments in these works. You should introduce each work and its subject and thesis. The more important goal, however, is for you to put your authors into conversation with one another. You should discuss each author’s focus, what they argue, and what their methodologies are. You should also discuss the differences between the arguments and approaches of your books and articles (200-250 words each; 600-750 words total).
• Bring: Three copies of your drafts to class.
• In class: Peer-review of your drafts and a discussion of writing about historiography.
• **Turn in:** On Canvas, submit the historiographical section of your DRP by 9:00 a.m. on Friday, November 8. I will grade and return these to you during the last week of class.

Nov 11: Veteran’s Day: No Class

Nov 13: Finding, Selecting, and Evaluating Primary Sources, Part 1
• Read: Arnold, chapter 4; Brundage, 19-24 and chapter 5; WB chs 9 and 10 (text);
• Bring: A completed copy of your reading journal.
• In class: A brief lecture on primary sources and how to find them and a discussion of the readings.

Nov 18: Finding, Selecting, and Evaluating Primary Sources, Part 2
• Read: Workbook, chapter 11. Also, begin looking for primary sources related to your DRP topic, searching in some of the places we discussed in the last class.
• Bring: A completed copy of your reading journal.
• In class: Analyzing and interpreting primary sources. We will be doing some of the activities from chapters 9, 10, and 11 in your workbook, so please be sure to bring it with you!

Nov 20: Finding and Choosing Primary Sources
• Read: Brundage, chapter 7. Also, complete the following assignment:
  o Searching in the places we discussed last week, locate three primary sources of different types related to your DRP. The format of these sources can vary widely, but may include newspaper articles, letters, pictures, diplomatic cables, songs, pamphlets, oral interviews, etc. The only requirement is that you choose three different types of sources—in other words, do not bring in three newspaper articles or three images or three letters, but instead one article, one image, and one letter.
• Bring: Copies of your three primary sources.
• In class: Presenting, analyzing, and interpreting your primary sources. You will also write brief analyses of your sources.
Revised Syllabus for HIS 4104: Theory and Methods of History (currently “Theory of History”) – submitted to UGC for approval

Nov 25: Evaluating Primary Sources
• Read: No shared reading. Instead, complete the following assignment:
  o You will complete the first draft of the primary source analysis section of your DRP and its conclusion. For this draft, you will write one transition/introductory paragraph of 100 words or less, three additional paragraphs of 200-250 words each, and a concluding paragraph to the DRP of 100-150 words (for a total of 800-1,000 words).
  • In the transition/introductory paragraph, you will write a transition from the historiographical section you have already completed
  • In the next three paragraphs, your goal is to introduce and critically analyze one of the primary sources you selected in class last week. For each source, you should also explain how your interpretation builds on the existing historiography. In other words, is your interpretation consistent with that of other scholars? Do you agree or disagree with them? What does this source tell us about the topic you are exploring?
  • In your conclusion to the DRP, you should write a few sentences tying the topic together, discussing what the historiography and your primary sources teach us, and suggesting areas for future research.
• Bring: Three copies of your rough draft.
• In class: Peer-review of your drafts and a discussion of writing about primary sources and integrating them into the existing historiography.

Nov 27: Thanksgiving Eve: No Class: Work on Final Projects and Revisions
• Turn in: On Canvas, submit the primary source analysis section and conclusion of your DRP by 9:00 a.m. on Friday, November 29. I will grade and return these to you next week.

Dec 2: Careers and Opportunities for History Majors
• Read: The readings about jobs for history majors on Canvas.
• Bring: Your completed reading journals.
• In class: Discussion of job possibilities and your plans for the future.

Dec 4: Wrap-Up
• Read: No shared reading. However, complete the following assignment:
  o Reread your first reflective essay, on the history of history. Then, write a 500 word reflection on how your thoughts have changed over the course of the semester.
  • Bring: A copy of your initial reflective essay and a copy of your new reflections.
  • In class: Discussion of the class, your ideas about history, and how they have changed.

TURN IN: Your Final DRP Must Be Uploaded to Canvas by Wednesday, December 11, at 7:30pm.

Other Policies
Revised Syllabus for HIS 4104: Theory and Methods of History
(currently "Theory of History") – submitted to UGC for approval

• **Plagiarism and Academic Misconduct.** I take plagiarism very seriously. Any student caught plagiarizing will receive an FF for the course. You should make yourself aware of what counts as plagiarism. Ignorance – saying “I didn’t know this counted as plagiarizing!” – is no excuse. **You must upload your final essay to TurnItIn.** The discussion questions, topic proposal, and annotated bibliography are due in hard copy.
  o For more information about plagiarism, go to http://www.c21te.usf.edu/plagiarism/index.html. There, you can access a useful tutorial about what counts as plagiarism and how to avoid it.
  o For information about plagiarism in USF’s Undergraduate Catalog, go to http://www.ugs.usf.edu/catalogs/0506/adapad.htm.
  o **USF’s Statement regarding TurnItIn:** USF has an account with an automated plagiarism detection service called TurnItIn. This allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. I reserve and will exercise the right to 1) request that assignments be submitted as electronic files in addition to hard copies, and 2) to electronically submit assignments to TurnItIn Assignment or any other plagiarism detection software, or 3) to ask students to submit their assignments to TurnItIn through myUSF.

• **Late Penalties.** All papers and other assignments by the date and time stated on the syllabus. If you wish to makeup your absences, see information above).
  o I am willing to consider extensions on the papers but only if you talk with me at least a week in advance.
  o All late papers will be subject to a penalty of 1/3 of a letter grade per day.

• **Students with disabilities.** USF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services in order to received academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

• **Grade Scale:**

  A: 93-100  A-: 90-92  B+: 87-89  B: 83-86  B-: 80-82  C+: 77-79