

**The Historian's Craft: Methodology**  
**HIST 2302**  
**Spring 2020**  
**CRN 10507**  
**T/Th 9:30 – 10:45**  
**Humanities 130**

**Instructor Information**

Professor: Dr. Tim Schroer  
Office: Technology-Enhanced Learning Center (TLC) 3218  
Phone: 678-839-6040  
Email: [tschroer@westga.edu](mailto:tschroer@westga.edu)  
Office hours: T/Th. 11:00 – 12:00, Mon. 2:00 – 3:00, Wed. 9:00 – 10:00

**Course Description**

“History is, strictly speaking, the study of questions.” – W. H. Auden

This course is intended to introduce students to the practice of history. It is designed to help students succeed as history majors at the University of West Georgia. We will focus on developing the skills necessary to think and work like historians. We will also sample the varieties of sources used in writing history and the varieties of history.

**Learning Outcomes**

This class is designed to help students learn to explain in an essay what historians do and why they do it. In addition, the class is designed to help students to develop the skills used by historians, which are the same skills necessary to succeed as history majors. Those skills include the ability:

- to analyze primary and secondary sources for their historical content and interpretations;
- to research according to historical methods;
- to craft persuasive, written historical arguments based on evidence using proper citation; and
- to think historically.
  - Thinking historically requires one:
    - to seek to understand the people of the past;
    - to seek to understand the perspective of historical actors and to view those historical actors from a critical, scholarly perspective;
    - to recognize that people, events, ideas, and cultures have influenced later people, events, ideas, and cultures;
    - to recognize that history involves both change and continuity over time; and
    - to draw and to explain connections between particular people, events, ideas, or texts and their historical contexts.

## Required Materials

The following required books are available in the bookstore:

Ken Bain, *What the Best College Students Do* (Cambridge: Harvard University Press, 2012) ISBN 9780674066649.

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed. (Chicago: University of Chicago Press, 2010) ISBN 9780226430577. (Earlier editions may be used.)

Conal Furay and Michael J. Salevouris, *The Methods and Skills of History: A Practical Guide*, 4<sup>th</sup> ed. (Wheeling, IL: Wiley, 2016) ISBN 9781118745342.

Laurent Binet, *HHHH: A Novel*, trans. Sam Taylor (2010; New York: Picador, 2013), ISBN 9781250033345.

## Grading

Activity	Weight
In-Class Participation	15
Short assignments	20
Career Plan Paper	15
Primary Source Analysis Paper	15
Book Review	20
Source citation quiz	5
Final exam	10

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior that impedes other students' learning will be penalized.

There are a total of eight short assignments during the semester. Six of those involve work with the required texts and will be turned in to me. Two of them are required Ingram Library Workshops taught by faculty in the library. Each student is required to attend at least two of the Library Workshops that will be offered this semester. The schedule of those workshops can be found on the [Library Workshop webpage](#). All students should attend the first workshop "What's in the Library? Finding Books, Videos & More on January 14 or 15. Attendance at a Library Workshop and completion of the library's assessment will earn the student an A on that short assignment. The lowest grade of the eight will be dropped.

The career plan paper is due January 30. See attached assignment sheet.

The primary source analysis paper calls for the student to analyze a primary source. The three-page paper should have a thesis making a historical claim worth argument about. It should make an argument using the primary source as evidence. One question that it could examine is: What does the source reveal about Reinhard Heydrich? The paper should include one block quotation, at least one shorter quotation, and some paraphrasing. It must cite the source website and the Gerwarth book in footnotes formatted using the Notes-Bibliography style in chapter 16 of Turabian. Any paper that fails to cite its source perfectly will be returned ungraded for revision and resubmission. The paper is due March 3. Students who would like to analyze a different primary source must identify the source and the question the paper will answer using the source by email by February 4 for instructor approval.

The book review is a four-page review of a scholarly historical monograph published within the last thirty years by a university press. The citation to the book in the heading of the review must be perfectly formatted. Any paper that fails to do so will be returned ungraded for revision and resubmission. Students must read a book they have not read before. They may not review a book that is assigned in another history course they have taken or are taking. The instructor must approve the book to be reviewed. The review is due April 14.

The papers and book review will be graded on the basis of rubrics posted in CourseDen.

Students must do the assessment exercise on January 11. The exercise is not graded, but no student will pass the class without completing it.

The in-class, closed-book final examination on Thursday, April 30, will consist of one essay question covering the entire course. It will call on students to show thoughtful engagement with the central question covered in the course and the assigned, relevant material.

Students have three options to earn extra credit. For each option completed satisfactorily, the student will earn two additional points on the short assignment grade average.

#### Option 1

Attend the Montgomery civil rights sites on January 23. Write a one-paragraph paper explaining what the sites suggest about *why* people should study history. (Students may also make this trip instead of doing the assigned exercise due January 23 for regular credit.)

#### Option 2

Attend the showing of the film *Who Will Write our History?* Monday, April 20, at 7:30 pm at the Townsend Center and complete a film analysis like that assigned on *Conspiracy*, which is found at p. 166 of *The Methods and Skills of History*. The film analysis of *Who Will Write our History?* is due April 23.

#### Option 3

Attend four additional Library Workshops beyond the required two.

#### **Non-negotiable Policies**

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty stated in the [Student Code of Conduct](#).

Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the [UWG Writing Center](#).

I want this course to be accessible to all students. If you have a Student Accommodation Report from the Student Development Center, please share that with me during the first week of class. If you see a way I could make this course more accessible than it is, please let me know.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or even predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as administered except in rare cases of prior approval by the instructor or with a physician's note.

For university-wide policies, please see [University Policies](#).

### **Negotiable Policy on Late Arrivals to Class and Technology**

*To be determined* by the instructor and students on the first meeting day of the course. I believe that arriving late can be disruptive and shows disrespect to other people in the class. Over the last decade, I have become aware that many students do not share this view. During our first class meeting, I would like for us to develop a policy on arriving late to class that most people in the class find acceptable. We should also address phone and airpod use in class.

### **Course Schedule**

Students are expected to have mastered the assigned reading and assignments before each class meeting.

Date	Activity
Jan. 7	Introduction
Jan. 11	Assessment exercise Bain, <i>What the Best College Students Do</i> , chapter 1
Jan. 14	Bain, <i>What the Best College Students Do</i> , chapter 2
Jan. 16	<i>HHHH</i> , 1-47 Bain, chapter 4
Jan. 21	What is a good historical question? Turabian, chapters 1 and 2 Herodotus (CourseDen) first page only! <a href="#">Schroer multinormativity article</a> , first two pages only! Alon Confino, "Why Did the Nazis Burn the Hebrew Bible? Nazi Germany, Representations of the Past, and the Holocaust," <i>The Journal of Modern History</i> 84, no. 2 (June 2012): 369 (CourseDen). Read only the first page! Coleman, <i>Vicious</i> excerpt, (CourseDen) pp. 1-2 only
Jan. 23	Why Study History?

Date	Activity
	<p>Optional visit to National Memorial for Peace and Justice. Register for the trip right away at this <a href="#">webpage</a>.</p> <p>Students who make the trip should write a paragraph explaining what the sites suggest about <i>why</i> people should study history.</p> <p><i>The Methods and Skills of History</i>, chapter 1</p> <p>Short assignment 1: Students who do not go to Montgomery must complete exercise 1 in Set A or Set B of <i>The Methods and Skills of History</i></p>
Jan. 28	<p>Intellectual honesty and plagiarism</p> <p><i>The Methods and Skills of History</i>, 246-48</p> <p>Dr. Molly McCullers</p> <p>Bain, <i>What the Best College Students Do</i>, chapter 3</p>
Jan. 30	<p>Finding useful primary sources</p> <p>Turabian, Ch. 3</p> <p><b>Career Plan Paper due</b></p>
Feb. 4	<p>Bain, chapter 7-end</p>
Feb. 6	<p><i>HHHH</i>, 47-95</p> <p>Gerwarth, preface and introduction, x-xx (CourseDen)</p>
Feb. 11	<p>Reading sources</p> <p>Wineburg on reading sources (CourseDen)</p> <p>Turabian, chapter 4</p>
Feb. 13	<p>Reading sources (cont.)</p> <p><i>The Methods and Skills of History</i>, ch. 10 Evidence</p> <p>Short assignment 2: Complete Set A, exercises 1 and 3, pp. 179, 181-84</p>
Feb. 18	<p><i>HHHH</i>, 96-119</p>
Feb. 20	<p>Writing with sources</p> <p>Turabian, chapter 7</p> <p>Entry on “Standard English” from <i>Garner’s Modern American Usage</i> (CourseDen)</p> <p><i>HHHH</i>, 119-76</p>
Feb. 25	<p>Citing sources</p> <p>Turabian, 139-48</p> <p><i>HHHH</i>, 176-258</p> <p>Short assignment 3: Turn in a typewritten quotation, with a footnote citation to page 47 of <i>HHHH</i>, formatted in accordance with the Notes-Bibliography style in chapter 16 of Turabian.</p>
Feb. 27	<p>Source citation quiz</p> <p><i>HHHH</i>, 261-end</p> <p>Reading Group Guide (CourseDen)</p>
Mar. 3	<p><a href="#">Stenographic report of meeting following <i>Kristallnacht</i></a></p> <p>Second Gerwarth excerpt: <i>Kristallnacht</i>, (CourseDen)</p> <p><b>Primary source analysis paper due.</b> Paper should include one block quotation, at least one shorter quotation, and some paraphrasing. It must cite the website and the Gerwarth book in footnotes formatted using the Notes-Bibliography style in chapter 16 of Turabian. It should make an</p>

Date	Activity
	argument using the primary source as evidence. One question that it could examine is: What does the source reveal about Reinhard Heydrich?
Mar. 5	Finding useful secondary sources <i>The Methods and Skills of History</i> , chapters 2 and 7 Library exercise: <b>Class meets in the library</b>
Mar. 10	What is historiography? Reading on Salem Witch Trials (CourseDen) Identify book to be reviewed
Mar. 12	The history of history <i>The Methods and Skills of History</i> , chapter 14 Confino article, pp. 369-74 Coleman, <i>Vicious</i> excerpt, (CourseDen) pp. 1-4 only
Spring Break!	
Mar. 24	How to evaluate a secondary source <i>The Methods and Skills of History</i> , ch. 8 Short assignment 4: Complete Set A, Exercise 1 and 2
Mar. 26	History of gender Joan Scott, "Gender: A Useful Category of Historical Analysis" (access through library database)
Mar. 31	History of Sexuality Dr. Stephanie Chalifoux Reading (CourseDen)
Apr. 2	Objectivity Evans (CourseDen) Bartov review (CourseDen) Rubenstein review of <i>Bloodlands</i> in the <i>New York Times</i> (access through library database) Schroer <a href="#">review of 1945</a>
Apr. 7	Where do we go from here? Dr. Chuck Lipp Nathan Michalewicz, "François de Beaucaire de Péguillon and the Ottoman Empire: Perceptions of a Sixteenth-Century Militant Bishop," <i>Proceedings of the Western Society for French History</i> (CourseDen) Short assignment 5: identify the thesis of the article.
Apr. 9	TBD in consultation with class
Apr. 14	<i>The Methods and Skills of History</i> , chapter 9 Film <b>Book review due</b>
Apr. 16	Film
Apr. 21	Public History Dr. Will Stoutamire Short assignment 6: Film analysis exercise on p. 166 of <i>The Methods and Skills of History</i> due Reading (CourseDen)

Date	Activity
Apr. 23	Those who do not learn from history . . . Alan E. Steinweis, "The Auschwitz Analogy: Holocaust Memory and American Debates over Intervention in Bosnia and Kosovo in the 1990s," <i>Holocaust and Genocide Studies</i> 19, no. 2 (2005): 276-89 (access through database)
Apr. 30	<b>Final exam 8:00-10:00 am</b>