

## HISTORY 204

Dickinson College // Spring 2023

Tue / Thu 1030am

Classroom: Denny 211

URL: <https://blogs.dickinson.edu/hist-204pinsker/>

## Historical Methods

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Hours: Wed. 9am to noon

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“Fellow-citizens, we cannot escape history.”

--Abraham Lincoln, December 1, 1862

“Who controls the past controls the future:

who controls the present controls the past.”

--George Orwell, *1984* (1949)

## Required Text

- Zachary M. Schrag, *The Princeton Guide to Historical Research* (Princeton, NJ: Princeton University Press, 2021)

## Additional Readings

- 1619 Project, intro by Nikole Hannah-Jones, *New York Times*, August 19, 2019. [WEB]
- Eric Alterman, “The Decline of Historical Thinking,” *The New Yorker*, Feb. 4, 2019 [WEB]
- Carlisle Indian School Digital Resource Center, Dickinson College (2013-) [WEB]
- College History Projects, Dickinson College Archives & Special Collections (1998-) [WEB]
- Anna Dickinson, *Perils of the Hour* (1864), Knowledge for Freedom seminar (2022) [WEB]
- Dickinson & Slavery, House Divided Project at Dickinson College (2019) [WEB]
- Erica Armstrong Dunbar, “George Washington, Slave Catcher,” *NYT*, Feb. 16, 2015 [WEB]
- Gardner Digital Library, Cumberland County Historical Society (2016-) [WEB]
- Lincoln’s Writings: The Multi-Media Edition. House Divided Project (2015) [WEB]
- Jennifer Schuessler, “His Martin Luther King Biography Was a Classic,” *NYT* 6/4/19 [WEB]
- Slave Stampedes of the Southern Borderlands, House Divided Project (2022) [WEB]
- Moshik Temkin, “Historians Shouldn’t Be Pundits,” *New York Times*, June 26, 2017. [WEB]
- Laurel Thatcher Ulrich, “The Living Mother of a Living Child”: Midwifery and Mortality in Post-Revolutionary New England,” *William & Mary Quarterly* 46 (Jan. 1989): 27-48 [JSTOR]
- Underground Railroad Online Handbook, NPS / House Divided Project (2023) [WEB]
- Unofficial Teacher’s Guide to Spielberg’s Lincoln, House Divided Project (2013) [WEB]

## Course Policies

For details on course policies, especially those regarding attendance, participation, accommodations for disabilities, plagiarism and general learning objectives, please consult the course website: <https://blogs.dickinson.edu/hist-204pinsker/course-policies/>

## Critical Essay

On **Monday, February 27**, students will submit a 4-6 page typed, double-spaced essay offering a critical response to the Dickinson & Slavery initiative. Essays should identify some of the most compelling elements of the project as well as areas that might need improvement or greater development. Students should cite a variety of primary and secondary sources using Chicago-style footnotes. Additional information will be available on the annotated assignment guidelines at the course site. Essays will be graded on research effort, depth of analysis, and quality of prose. Late essays will be penalized up to 5 points each day.

## Research Journal

On **Monday, April 3**, students will submit two research journal entries (2-3 pp. each or 500 to 1,000 words each), posted PRIVATE at the course website, detailing their efforts to find relevant sources for an investigation into one of the figures highlighted on the biography project list. The first entry should focus on the search for primary sources at local archives (Dickinson, CCHS, or AHEC) and within online databases. The second journal entry should focus on investigation of secondary sources obtained through library and digital research. Each entry should include Chicago-style footnotes and a properly formatted Chicago-style bibliography of works consulted (at least six sources per entry). All entries should include at least 2 to 3 images, properly captioned and credited. Students may also choose to embed short instructional videos where relevant. Additional information will be available on the annotated assignment guidelines at the course site. Entries will be graded on research effort, depth of analysis and quality of prose. Late research journals will be penalized up to 5 points each day.

## Biography Project

The highlight of this semester will be a multi-media biography project that analyzes a forgotten or misunderstood person from Dickinson or Carlisle history. Students will begin by drafting a 10- to 12-page research paper (**due on Monday April 17**) that describes the life and times of their subject as well as offering an assessment of how the college or local community should better commemorate this figure. These draft papers will receive provisional grades. Students will then revise and transform their draft essay into a teaching website on the free platform Weebly (**due on Thursday, May 11**) that will include a short biographical film, an interactive timeline, and a proposed wayside marker for the historical figure. Additional information will be available on the annotated assignment guidelines at the course site. Projects will be graded on research and design efforts, depth of analysis, and quality of prose. Late submissions will be penalized 5 points per day.

## Grade Distribution

Class Participation	30 percent
Critical essay	20 percent
Research journal	20 percent
Biography project	30 percent

Day	Date	Discussion Topic	Reading Assignment
Tuesday	1/24	Methods & Expectations	---
Thursday	1/26	LAB: Henry W. Spradley	Dickinson & Slavery: 2019 Report
Tuesday	1/31	Defining History & Historical Thinking	Schrag, ch. 1-2 + Alterman, Temkin
Thursday	2/2	LAB: "Lincoln" and Hollywood	"Lincoln" (2013) movie guide
Tuesday	2/7	Getting Started	Schrag, ch. 3 + 1619 Project dialectic
Thursday	2/9	LAB: Martha Ballard's Diary	Ulrich article
Tuesday	2/14	Understanding Historiography	Schrag, ch. 4 + Armstrong
Wednesday	2/15	LECTURE: Erica Armstrong Dunbar	7pm, ATS
Thursday	2/16	LAB: Tom Torlino	Carlisle Indian School Resource Center
Tuesday	2/21	The Politics of Evidence	Schrag, ch. 5
Thursday	2/23	FIELD TRIP: House Divided studio	Dickinson & Slavery: Our Research
<b>Monday</b>	<b>2/27</b>	<b>Critical essays due</b>	<b>By 5pm via email</b>
Tuesday	2/28	Types of Sources	Schrag, ch.6- 7
Thursday	3/2	LAB: Underground Railroad	UGRR handbook + Slave Stampedes
Tuesday	3/7	Finding Sources	Schrag, ch. 8-9
Thursday	3/9	FIELD TRIP: College Archives	Journals: Clarke, Miller, Reiersen, Stout + College History Projects
Tuesday	3/14	NO CLASS (Spring Break)	
Thursday	3/16	NO CLASS (Spring Break)	
Tuesday	3/21	Close Reading	Schrag, ch. 10 + Schuessler
Thursday	3/23	FIELD TRIP: CCHS	Gardner + Journals: Donoghue, Forte
Tuesday	3/28	Making History: Research	Schrag, ch. 11-12
Thursday	3/30	LAB: Best research practices	Journals: Goldberg, Solnit, Wingert
<b>Monday</b>	<b>4/3</b>	<b>Research journals due</b>	<b>By 5pm via email</b>
Tuesday	4/4	Making History: Basic Writing	Schrag, ch. 13
Thursday	4/6	LAB: Anna Dickinson	Dickinson (1864), KFF seminar
Tuesday	4/11	Making History: Storytelling	Schrag, ch. 14
Thursday	4/13	FIELD TRIP: Walking Tours	Dickinson & Slavery / Civil War Carlisle
<b>Monday</b>	<b>4/17</b>	<b>Draft project essays due</b>	<b>By 5pm via email</b>
Tuesday	4/18	NO CLASS	
Thursday	4/20	Making History: Style Guide	Schrag, ch. 15
Tuesday	4/25	Going Public	Schrag, ch. 16
Thursday	4/27	LAB: Building websites	Student Hall of Fame
Tuesday	5/2	Student presentations	Project drafts
Thursday	5/4	Student presentations	Project drafts
<b>Thursday</b>	<b>5/11</b>	<b>Biography projects due</b>	<b>By 5pm via email</b>