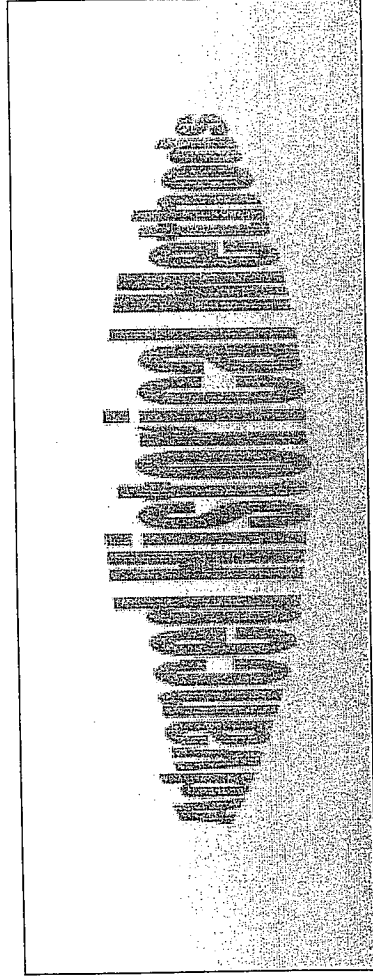


Osborne

Dickinson College, Carlisle, Pennsylvania

History 304



This is an intermediate level course for the history major at Dickinson College and explores the discipline with a stress on historiography and advanced practice.

Chronology	Projects	Blog	Dickinson College
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Advanced Historical Methods

Autumn 2010

John Osborne
Alden Room, 1:30 Wednesdays

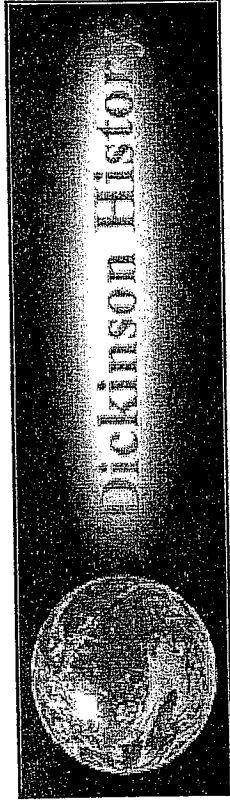
Please buy:
John Tosh, *The Pursuit of History* (Fifth Edition)*

* Important

What follows is the very bare bones of what we are going to do in this class.

Week of September 1	Introduction First Examination
Week of September 8	Introducing Historiography Librarian assistance - Chris Bombaro
Week of September 15	Adventures in Bibliography Librarian Assistance - Chris Bombaro Discussion hour - "Awareness/ Uses of History"
Week of September 22	New Technology and History Discussion hour - "Writing and Interpretation" Present web exploration - see also Lincoln 2.0 Expanded bibliography due
Week of September 29	Further Adventures in Bibliography Authors, reviewers, and readers Discussion hour - "The Limits of Historical Knowledge" Read Pinsker example of bibliographical essay
Week of October 6	Delivery

Week of October 14	Bibliography and Bibliographical Essay due History and Modern Media Discussion hour - "History and Social Theory"
Week of October 20	Mid Term Pause Caution - Historian at Work Discussion hour - "Cultural Evidence"
Week of October 28	Main Project Final written joint proposal/progress report due
Weeks of November 4, 11, and 18	MAJOR PROJECT
Week of December 1	Thanksgiving Holiday Revising and Peer Criticism
Week of December 8	CONCLUSIONS AND CONCLUSION



Main



Project Assignments

Historiographical and Bibliographical Project

You have chosen/been assigned a major topic in history - your end product will be a 100+ item bibliography, partially annotated, that will have attached to it an eight-page historiographical essay. One hundred is a minimum and should you need to go beyond this to build an excellent bibliography, you are encouraged to do so.

This will not all be accomplished all at once, of course. The project will undergo several developmental phases. These include but are not limited to: a preliminary bibliography drawn entirely and only from the Dickinson Library catalog of holdings, a second version incorporating all the information resources Dickinson provides, a study of the main resources the historians' works you are gathering used for their publications, a study of the main historians themselves that have contributed to your list outlining their background and philosophical approach, a series of reviews of some of the more recent major works on your list, and finally an assessment of the more contemporary media on the subject including new technology, film, television, web-sites, and electronic games. All this will build to your 100+ item final product and accompanying historiographical essay. This will be due at the halfway point of the class.

NB: This is a secondary source exercise. No primary or tertiary source will count.

Class Presentations

Teams of students will be assigned to present and lead discussions during the class based on the questions raised in chapters in the Tosh book. These will last an hour and will take place at various times during the semester. Students leading discussions may assign short readings or raise questions ahead of time for discussion on the [304 Blog](#).

The main organizing concept of this particular presentation of History 304 is that of new technology in history. Your main project will be the application of one aspect of new technology - geographical information systems (GIS) - in a practical exercise of "mapping" nineteenth century Carlisle, Pennsylvania. In this we will have the vital assistance of an expert in the field, Prof. Jim Chiarrocca. Your final product will include a successful historical mapping of a particular area of the town - together with an essay of

Main Project

around eight pages that explains your findings and puts them in the wider context you have already studied. Both will be due at the conclusion of the class, after we have taken advantage of review, revision, and peer criticism.
For an example of work that has been done using these methods see Mapping Du Bois - the Philadelphia Negro

The Electronic Historian

To facilitate your efforts in the most up-to-date way, each student will "blog" their way through the semester, completing two short entries each week in their personal "blog." This will chart your efforts through the course and reminding you of one of the most important lessons of historical research, namely "know where you have been so that you know where you are going." You may express progress, setbacks, elation, frustration and/or use the task as a place-keeper for ideas, thoughts on history, and notes on specific aspects of your projects, even drafts of your work in progress. Entries may include images, video, and sound.

Other small assignments will be made and short readings and tasks assigned as the term develops.

Good luck and good hunting.



Dickinson College, Carlisle, Pennsylvania

